



THE AGA KHAN UNIVERSITY

eCommons@AKU

Theses & Dissertations

2024

The relevance of journalism schools in producing talent for a converged newsroom: A case of Uganda

Arthur Oyako
Aga Khan University

Follow this and additional works at: https://ecommons.aku.edu/theses_dissertations



Part of the [Education Commons](#)

Recommended Citation

Oyako, A. (2024). *The relevance of journalism schools in producing talent for a converged newsroom: A case of Uganda* (Unpublished master's dissertation). Aga Khan University, East Africa.

THE AGA KHAN UNIVERSITY
Graduate School of Media and Communications

**THE RELEVANCE OF JOURNALISM SCHOOLS IN PRODUCING TALENT
FOR A CONVERGED NEWSROOM: A CASE OF UGANDA**

By

Oyako Arthur Penny
579875

A thesis submitted in partial fulfilment of the requirement for the degree of
Master of Arts in Digital Journalism

Nairobi, Kenya

09/02/2024
© Copyright

COPYRIGHT

Copyright © 2024, Oyako Arthur Penny

APPROVAL PAGE

The Aga Khan University
Graduate School of Media and Communications

A thesis submitted in partial fulfilment of the requirements for the degree of
Master of Arts in Digital Journalism

Members of the Thesis Evaluation Committee appointed to examine the thesis of
OYAKO ARTHUR PENNY-579875, find it satisfactory and recommended that it be
accepted.

Prof. Nancy Booker,
Dean,
Chair, Thesis Evaluation Committee

Hesbon Hansen Owilla, Supervisor

Member,
Thesis Evaluation Committee

09/02/2024

DECLARATION

**THE RELEVANCE OF JOURNALISM SCHOOLS IN PRODUCING TALENT
FOR A CONVERGED NEWSROOM: A CASE OF UGANDA**

I, **OYAKO ARTHUR PENNY-579875**, declare that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university and that to the best of my knowledge, it does not contain any material previously published or written by another person except where due reference has been made in the text. The editorial assistance provided to me has in no way added to the substance of my thesis, which is the product of my research endeavours.

Signature

Date

DEDICATION

In memory of my father. To my mother, my wife and our children.

ACKNOWLEDGEMENTS

I express my heartfelt gratitude and appreciation for the invaluable support and guidance received during my research journey, culminating in attaining this degree. First and foremost, I extend my sincerest thanks to the Almighty for bestowing me with good health throughout this academic endeavour. I am deeply indebted to my supervisor, Mr. Hesbon Hansen Owilla, for his unwavering belief and constant encouragement throughout the research process. His guidance and mentorship played a pivotal role in making this journey smoother and more enriching. I thank Prof. Monica Chibita, the Head of the School of Media and Communication at Uganda Christian University. Her invaluable academic guidance and support were instrumental in shaping the direction of my research. I am equally indebted to Dr. Muhanguzi Isharaza, the Global Humanitarian Communications Preparedness Manager at World Vision, for his tireless efforts and support throughout the completion of my study. I cannot overlook the significant role of my family. My wife Bennah Oyako, our children, Christian, Christabel, Christoffel, and Christiana-Zoe, my mother Mrs Florence Anero Opio, my brothers Henry Odetta and Brian Omino and my sister, Irene Achen. Their unwavering support and granting me a 'leave of absence' from family engagements were indispensable in helping me stay focused. Last but not least, I extend my gratitude to all my lecturers and fellow students of Cohort 5 at the Aga Khan University's Graduate School of Media and Communication. Their dedication to imparting knowledge and shaping my academic growth has been invaluable. May God bless you all abundantly.

ABSTRACT

While journalism training schools play a crucial role in equipping students with the necessary skills and knowledge to work in the media industry, the rapid advances in media technology raised concerns about the training needs and skills and whether J-schools were equipping graduates with the requisite skills for the converged newsrooms. The rapid evolution of digital technologies transformed traditional newsrooms into converged newsrooms, where journalists are expected to produce content for multiple platforms, including print, broadcast, and digital media. This shift has created a demand for journalists with diverse skills, including writing, reporting, editing, video production, social media management, and data analysis. However, it is unclear whether journalism training schools in Uganda adapt their curricula to meet the changing demands. Some training schools are still offering outdated courses that do not adequately prepare students for the reality of working in the industry. This has contributed to a skills gap, where there is a shortage of journalists with the necessary skills to work in converged newsrooms. This study, therefore, sought to investigate the relevance of journalism training schools in producing talent for converged newsrooms in Uganda. Using a mixed methods approach and the Interdisciplinary Theory, this study explored the curricula of two Ugandan universities, Makerere University and Uganda Christian University, and compared them to the skills required for working in two converged newsrooms of Vision Group and the Nation Media Group. The study also investigated the perceptions of media industry professionals regarding the adequacy of the training provided by journalism schools in Uganda and tried to understand why it was taking so long for journalism schools to adapt at a pace similar to that of the industry. Ultimately, the findings of this study provide insights into the effectiveness of the current journalism training programmes in meeting the needs of the media industry in Uganda.

TABLE OF CONTENTS

APPROVAL PAGE.....	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
ABBREVIATIONS AND ACRONYMS.....	xii
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	3
1.3 Statement of the Problem.....	5
1.4 Objectives of the Study.....	6
1.4.1 Specific Objectives.....	6
1.4.2 Research Questions.....	6
1.5 Justification of the Study.....	7
1.6 Significance of the Study.....	8
1.7 Scope of the Study.....	8
1.8 Limitations of the Study.....	9
1.9 Operational Definition of Terms.....	10
1.10 Summary.....	11
CHAPTER TWO.....	13
LITERATURE REVIEW.....	13
2.1 Introduction.....	13
2.2 Theoretical Framework.....	13
2.2.1 Interdisciplinary Theory.....	13
2.3 General and Empirical Literature Review.....	19
2.3.1 Journalism Curricula and Role of Training Schools.....	19
2.3.2 Journalism Education, Innovations in the Media and Converged Newsrooms.....	30
2.3.3 Industry Perceptions of the Quality of Talent from Journalism Training Schools.....	35
2.4 Conceptual Framework.....	39
2.5 Summary.....	41
CHAPTER THREE.....	42
RESEARCH METHODOLOGY.....	42
3.1 Introduction.....	42
3.2 Research Approach and Research Design.....	42
3.2.1 Research Approach.....	42
3.2.2 Research Design.....	43
3.3 Population.....	44
3.4 Target Population.....	44
3.5 Study Site.....	45
3.6 Sample Size.....	45

3.7	Sampling Procedures	46
3.8	Research Method	48
3.9	Data Generation/Collection Tools	49
3.10	Data Collection Procedures	50
3.11	Pre-testing of Data Generation/Collection Tools	50
3.12	Validity and Reliability of Research Tools	51
3.13	Data Analysis and Presentation Plan	53
3.14	Ethical Considerations	54
3.15	Summary	55
CHAPTER FOUR		56
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION		56
4.1	Introduction	56
4.2	Presentation, Analysis, and Interpretation	56
4.2.1	Response Rate and Demographic Results	57
4.2.2	Findings	57
4.2.2.1	Journalism Curricula and Role of Training Schools	57
4.2.2.2	Journalism Education, Innovations in the Media and Converged Newsrooms	58
4.2.4	Years of stay in journalism school and relation with majors at the year of specialisation	60
4.2.2.3	Industry Perceptions of Quality of Talent from Journalism Schools ...	73
4.3	Summary of Key Findings	87
4.4	Summary	88
CHAPTER FIVE		89
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS		89
5.1	Introduction	89
5.2	Discussions of Key Findings	89
5.2.1	Journalism Curricula and Role of Training Schools	89
5.2.2	Journalism Education, Innovations in the Media and Converged Newsrooms	91
5.2.3	Industry Perceptions of the Quality of Talent from Journalism Schools	92
5.3	Conclusion and Implications for Practice	93
5.4	Recommendations	94
5.5	Areas for Further Research	95
REFERENCES		97
APPENDICES		112
Appendix A: Document Analysis		112
Appendix B: Questionnaire		114
Appendix C: Interview Guide for Media Managers		118
Appendix D: Interview Guide for Academia		119
Appendix E: AKU Ethics Review Committee Approval Letter		120
Appendix F: Introductory Letter From AKU		121
Appendix G: UNCST Research Licence		122

LIST OF TABLES

<i>Table 1: University/College attended.....</i>	<i>59</i>
<i>Table 2 Number of years in journalism school.....</i>	<i>61</i>
<i>Table 3: If the skills were taught in school.....</i>	<i>62</i>
<i>Table 4: If these skills were taught in journalism school.....</i>	<i>63</i>
<i>Table 5: Additional skills or knowledge not learned in Journalism school.....</i>	<i>65</i>
<i>Table 6: Additional skills or knowledge acquired.....</i>	<i>66</i>

LIST OF FIGURES

<i>Figure 1: Conceptual Framework</i>	40
<i>Figure 2: Number of years spent in journalism school</i>	60
<i>Figure 3: Platforms Used</i>	62
<i>Figure 4: One important skill that wasn't taught</i>	65
<i>Figure 5: Learning on the job</i>	67
<i>Figure 6: Skills Enhancement</i>	68
<i>Figure 7: Multimedia Integration</i>	69
<i>Figure 8: promoted integration of traditional skills</i>	70
<i>Figure 9: Latest trends and technologies</i>	70
<i>Figure 10: Employer offers continuous training</i>	71
<i>Figure 11: Came to newsroom well-equipped</i>	72

ABBREVIATIONS AND ACRONYMS

ACME:	African Centre for Media Excellence
AEJMC:	Association for Education in Journalism and Mass Communication
AIDS:	Acquired Immunodeficiency Syndrome
AKU-GSMC:	The Aga Khan University-Graduate School of Media and Communications
ASNE:	American Society of Newspaper Editors
CD:	Compact Disc
CEO:	Chief Executive Officer
DVD:	Digital Versatile Disc
FM:	Frequency Modulation
HIV:	Human Immunodeficiency Virus
J-School:	Journalism School
MCI:	Media Challenge Initiative
NACOSTI:	National Commission for Science, Technology and Innovation
NCHE:	National Council for Higher Education
NMG:	Nation Media Group
PhD:	Doctor of Philosophy
TV:	Television
UCU:	Uganda Christian University

UNCST: Uganda National Council of Science and Technology

UNESCO: United Nations Educational, Scientific and Cultural Organisation

VG: Vision Group

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Journalism is in crisis (Hirst 2011). To survive the imminent collapse of the traditional way of delivering journalism, media houses have had to respond by changing the delivery method through a 'digital' first approach (Doyle, 2013). This change is what Chon, Choi, Barnett, Danowski and Too (2003), Killebrew (2002), Lawson-Borders (2003) and Stember (1991) have referred to as convergence. This convergence, according to Cochrane, Sissons and Mulrennan (2013) has led to a preference by audiences for music distributed over the internet rather than the traditional purchases of records and CDs, streamed videos or those acquired by demand over the purchase of video cassettes and DVDs and those provided through the social media platforms of Twitter, YouTube and Facebook are consumed on handheld devices such as smartphones with the aid of applications and the websites of the respective media publishing houses over the traditional newspapers, TV or radio stations.

Not only is journalism as a discipline in crisis, but the education that leads to the product called journalism too, because journalism is a product of the education that produces the journalists themselves. To respond to this, journalism schools worldwide, but particularly in Uganda, have seen the need to adopt newer training methods. Adopting new methods has entailed the review of the curriculum, which, at best, is still structured in the independent disciplines of segregating print from broadcast and even online. Journalism schools are expected to turn out a journalist who is strong at the print side, television and

the internet, inclusive of all the attendant applications required for the delivery of the same, but professors, especially in broadcast sectors, may not have the requisite technical skills to cover all the sectors that have emerged. Despite the evolutions in the newsrooms, evidence suggests that barriers to the discipline still exist, and these barriers lie squarely with the lack of corresponding changes in the requisite curriculum. (Kraeplin & Criado, 2005).

The training of journalists in Uganda has primarily taken on a single-track approach and, at best, a multidisciplinary track approach in which learners and their instructors have been taught a few of the three major platforms required to deliver a fully converged environment. The three are print, broadcast and online. What is ideal, however, is for the learners and the instructors to deploy an interdisciplinary approach in which all three attributes are treated as requirements (Stember, 1991). With this, you will have journalists graduating from journalism schools with the skills to deploy an intermix of the three platforms with each platform building on to the next. However, with the multidisciplinary approach, a journalist leaves school with the skills to operate comfortably either online, print or broadcast, as these are treated as single tracks and taken on at the year of specialisation, which is usually the last year of the course.

This study, therefore, seeks to understand the relevance of the curriculum offered by journalism training schools in Uganda about the production of skilled professionals capable of operating effectively in converged newsroom environments. The study aims to assess the alignment of the curricula with the evolving needs and demands of the media industry, particularly in preparing graduates to navigate the challenges and opportunities presented by convergence.

1.2 Background to the Study

According to Krüger (2022), the formal training of journalists has increased interest over the previous 5 decades. In 1972, Sub-Saharan Africa (excluding South Africa) had 20 journalism teaching programmes (Murphy & Scotton, 1987). By 1986 this figure had grown to 36, and after the wave of media liberalisations occasioned by the liberalisation of the airwaves after 1990, this figure jumped to 96 schools (Berger & Matras, 2007). Today, this figure stands at least 127 (Finlay, 2020), and the distribution is weighted more towards nations with advanced media settings. A study conducted among journalism schools in East Africa in 2007 indicated that Kenya, with a journalism teaching history dating back more than 40 years, had the most sophisticated media industry and boasted of the widest offerings. Uganda and Tanzania, equally with a substantial teaching tradition of journalism, fared positively in the region. The same study indicated that Burundi, Sudan and Djibouti did not offer university-based journalism programmes (Skjerdal & Ngugi, 2007). Nigeria, in West Africa, with a busy media landscape, had 45 journalism training institutions of higher learning in 2007, which had more than doubled in four years (Ogundimu, Oyewo, & Adegoke, 2007).

In sub-Saharan Africa, journalism faces challenges similar to those of the rest of the world. Despite this, the media scene has specific features that have had a knock-on effect on how these changes unfolded. This region has 46 countries, diverse cultures, languages and traditions of journalism. However, despite this media environment's fragility, communication and journalism training institutions are universal and have tended to flourish in the last couple of decades (Finlay, 2020). In Uganda, the teaching of journalism at the university level started in 1988 at Makerere University (Mbabaali, Friday,

September 27, 2019), using books from mostly the United States, some of which dated back to the 1930s. However, there have been numerous advancements in the media from when the discipline joined the ranks of university education to what it is today, with the changes being both the form and content of media, including consumption mechanisms. However, the academic instruction of the journalists has not advanced by similar strides. This instance has led to media houses doubting the quality of the journalists that the training institutions are turning out.

The growing trend of media houses establishing their own media labs and partnering with universities to address the perceived inadequacy of journalists trained in journalism training schools highlights the relevance of journalism schools in producing talent for a converged newsroom. Media organisations have recognised the need to bridge the gap between the skills possessed by journalism graduates and the requirements for the evolving media scene. This has led to the reactivation of discontinued media labs and the establishment of new partnerships and specialised programmes. For instance, the Vision Group in Uganda has collaborated with the Uganda Christian University to offer specialised training and refresher programmes for their journalists. At the same time, the Nation Media Group has reactivated the Nation Media Lab, expanding the training to encompass diverse disciplines like law.

Furthermore, auxiliary media training schools such as the Media Challenge Initiative (MCI) and the Africa Centre for Media Excellence (ACME) have emerged to provide educational services for in-service journalists. These initiatives indicate that existing journalism curricula have not adequately equipped graduates with the necessary skills to meet the demands of modern media organisations, thereby necessitating additional

training programmes and partnerships. The relevance of journalism schools in producing talent for a converged newsroom lies in their ability to address the skills gap and ensure that graduates are adequately prepared to excel in the dynamic media industry (Hirst, 2011; Nakiwala & Tayeebwa, 2022).

1.3 Statement of the Problem

Journalism has come under immense pressure from several sectors, actors and interests (Steel, 2018). The question of the relevance of journalism training schools in producing talent for converged newsrooms in Uganda is a pressing issue that needs to be addressed if the immense pressures mentioned above are to be adequately addressed (Thompson, 2013; Namasinga, 2018). While journalism training schools play a crucial role in equipping students with the necessary knowledge and skills to work in the media industry, there is a growing concern that the current curricula may not be preparing graduates adequately for the challenges of working in the converged media newsroom environments, (Tumber & Prentoulis, 2005; Skinner, Gasher, & Compton, 2001).

With the rapid evolution of digital technology, traditional newsrooms have transformed into converged newsrooms, where journalists are required to generate content for various platforms, including broadcast, print and digital media. This shift has created a demand for journalists with diverse skills, including writing, reporting, editing, video production, social media management, and data analysis. However, it is unclear whether journalism training schools in Uganda are adapting the current curriculum to respond to the evolving demands of converged newsrooms (Tayeebwa, 2019). Some training schools may still be offering outdated courses that aren't preparing students adequately for working

in the industry (Finlay, 2020), given the many postgraduate professional trainings that media houses have had to invest in. This could be contributing to a skills gap, where there is a shortage of journalists with the necessary skills to work in converged newsrooms, (Wallace, 2013; Nikunen, 2013; Macdonald, 2006).

1.4 Objectives of the Study

The general objective of this study was to understand the relevance of journalism training schools in producing talent for converged newsrooms in Uganda.

1.4.1 Specific Objectives

1. To analyse the relevance of journalism training schools' curriculum in producing talent for converged newsrooms in Uganda.
2. To investigate whether the current curricula in Uganda journalism schools equipped the recent graduates with the skills required for working in converged newsrooms.
3. To understand the media industry professionals' perceptions of the training provided by journalism schools in Uganda.

1.4.2 Research Questions

1. What is the relevance of journalism training schools' curricula in producing talent for converged newsrooms in Uganda?
2. Are the current journalism curricula in Uganda equipped with the skills required for working in converged newsrooms?

3. What are the media industry professionals' perceptions of the training provided by journalism schools in Uganda?

1.5 Justification of the Study

The media industry in Uganda is undergoing a rapid transformation towards convergence, with news organisations increasingly adopting new technologies and platforms to reach their audiences (Kisembo & Kakooza, 2023). This evolution has significant implications for the skills and competencies required of journalists, and the training programs needed to prepare them for the industry (Donsbach, 2014). Despite the ongoing changes, there exists limited empirical research on the relevance of journalism training schools in Uganda in producing talent for converged newsrooms (Namasinga, 2018; Colmery et al., 2023).

Therefore, this study is justified for the sustainability and competitiveness of media Ugandan media organisations and future journalists in the digital age. With technological advancements and evolving audience preferences, journalism curricula must equip graduates with versatile skills to navigate the changing media landscape. By aligning training with the needs of converged newsrooms, media organisations will find qualified professionals, foster an informed society, and enhance the career prospects of aspiring journalists, ensuring their ability to produce high-quality content and adapt to industry demands without the need to spend more on their retraining, or even looking within the region or the continent for skills required to operate in a converged newsroom.

1.6 Significance of the Study

The significance of this study lies in its potential to contribute to the understanding of the effectiveness of current curricula in equipping graduates with the skills necessary for thriving in a rapidly evolving media landscape such as Uganda's. The study aims to provide insights that can inform curriculum development, training programmes, and policy decisions by investigating the alignment between curricula and the needs of converged newsrooms in Uganda. The findings of this study will be valuable to journalism educators, students, media organisations, policymakers, and researchers, providing evidence-based insights into the challenges and opportunities facing journalism training schools in Uganda, ultimately leading to the improvement of journalism education and the production of highly skilled journalists for converged newsrooms.

1.7 Scope of the Study

The scope of this study was to examine the relevance of journalism training schools in producing talent for converged newsrooms in Uganda. The study focused on the current journalism curricula, the perceptions of journalism educators, industry professionals, and recent undergraduates and post-graduates of journalism programmes from two institutions of higher learning, Makerere University and the Uganda Christian University in Uganda. The study used a mixed methods approach. The sample population included journalism educators from the two journalism training institutions in Uganda, recent journalism graduates, and industry professionals working in converged newsrooms in Uganda.

The study explored the current curriculum and teaching methods of journalism training schools in Uganda and evaluated their relevance in preparing graduates for

converged newsrooms. Additionally, the study investigated the challenges faced by recent graduates in transitioning to converged newsrooms and identified potential areas for improvement in journalism training. The study was limited to journalism training schools in Uganda and did not compare the effectiveness of these schools with those in other countries. Additionally, the study focused on converged newsrooms and did not include traditional newsrooms that did not have a convergence component in delivering their offerings.

1.8 Limitations of the Study

While investigating the relevance of journalism training schools in producing talent for converged newsrooms in Uganda, this study was guided by a mixed-methods approach, combining quantitative and qualitative methods. However, it is critical to acknowledge the several limitations that may arise. Firstly, using a mixed-method approach requires careful integration of different data sources and analysis techniques, which can be complex and time-consuming. Secondly, selecting participants and sampling strategy may pose challenges in ensuring representation and generalizability of findings. Moreover, the study's findings may be influenced by the subjective interpretations and biases of the researchers during data analysis and synthesis. Additionally, resource constraints, such as time and funding, may impact the comprehensiveness of data collection and analysis. Despite these limitations, the mixed-methods approach allows for a comprehensive understanding of the relevance of journalism curricula and provides richer insights into the experiences and perspectives of various stakeholders involved in converged newsrooms.

1.9 Operational Definition of Terms

Journalism Schools: A journalism school, as described by scholars, is an academic institution or department within a university or college that offers specialised programmes and courses focused on journalism and media studies (McQuail, 2010; Singer, 2010). It serves as a dedicated platform for educating and training aspiring journalists, equipping them with the essential skills, knowledge, and ethical standards necessary for successful careers in journalism (Bardoel & Deuze, 2001; Franklin, 2005). Within journalism schools, various degree programs are typically offered, such as bachelor's or master's degrees in journalism, mass communication, or related disciplines (Deuze, 2008; McQuail, 2010). These programmes encompass a wide range of subjects, including news reporting, journalistic writing, media ethics, media law, multimedia journalism, and media theory (Singer, 2010; Tuchman, 1978).

Talent: In newsroom operations, talent refers to the individuals who possess the skills, abilities, and expertise necessary for various roles within a news organisation. These individuals may include journalists, editors, reporters, producers, photographers, videographers, graphic designers, and other professionals involved in producing and disseminating news content (Kovach & Rosenstiel, 2014; Weaver & Wilhoit, 1996). Talent in newsroom operations encompasses a range of attributes and competencies that contribute to journalism's quality and effectiveness. This includes gathering accurate and reliable information, conducting thorough research, critically analysing complex issues, writing compelling news stories, adhering to ethical standards, and engaging with audiences through various platforms (Franklin, 2005; Singer, 2010). Furthermore, talent in newsroom operations also extends to technical skills related to multimedia storytelling and

digital journalism. In today's converged media landscape, journalists must be competent in using digital tools, content management systems, social media platforms, and multimedia production techniques to enhance the presentation and reach of news content (Deuze, 2008; Singer, 2010).

Converged Newsrooms: A converged newsroom refers to a media environment where different journalistic platforms and technologies create and deliver news content. It is characterised by the integration and coordination of various mediums, such as print, broadcast, and online journalism, as well as digital technologies and multimedia storytelling techniques (Quinn, 2005; Steensen, 2011). In a converged newsroom, journalists and news organisations strive to adapt to the changing media landscape by leveraging multiple platforms to reach and engage audiences differently. This includes producing news stories and reports that can be accessed through traditional newspapers, television broadcasts, radio programs, websites, mobile applications, social media, and other digital channels (Deuze, 2004; Quinn, 2005). The convergence of newsroom operations entails collaborating and cross-training journalists and media professionals with diverse skill sets. Journalists are expected to have a broader range of competencies, including proficiency in writing, reporting, video production, audio recording, digital editing, data visualization, social media engagement, and audience analytics (Boczkowski, 2010; Steensen, 2011).

1.10 Summary

The crisis in journalism and the changing landscape of media delivery, characterised by the mobile-first approach and convergence, have highlighted the need for journalism schools, particularly in Uganda, to adopt new training methods and revise

curricula. However, the existing curriculum still largely reflects a disciplinary segregation of print, broadcast, and online platforms, hindering the development of all-round journalists. The reluctance of professors, especially in broadcast, to teach skills beyond their specialisation further perpetuates barriers to interdisciplinary learning. Journalism training in Uganda has predominantly followed a single-track or multidisciplinary approach, where learners acquire limited skills in one platform while lacking proficiency in others. Some journalists resort to self-teaching, which comes at a cost and lacks structured guidance. To address this challenge, an interdisciplinary approach is needed, treating all three platforms as essential requirements and emphasising the integration of skills. The shift to convergence journalism necessitates a rethink of the curriculum, encouraging a cross-platform mindset and nurturing the skills required for today's newsroom. Educators must invest in teaching for converged media environments, and the training curriculum should prioritise interdisciplinary approaches to produce journalists capable of operating comfortably in a converged environment. The internet's transformative impact on news distribution and the evolving expectations of media houses reinforce the demand for journalists with versatile thinking and delivery skills. Therefore, this study aspires to contribute to the existing literature on the internet, convergence, journalism training, and curriculum development, to prompt a curriculum review that embraces an interdisciplinary approach. By equipping journalism students with the necessary skills, the training institutions can prepare them for the demands of the media market, both for employment and lifelong learning (Hirst M., 2011; Chon, Choi, Barnett, Danowski, & Too, 2003; Killebrew, 2002; Lawson-Borders, 2003; Stember, 1991; Cochrane T. D., 2014; Nakiwala & Tayeebwa, 2022; Kraeplin & Criado, 2005; and Rusbridger, 2011).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the relevance of journalism training schools' curricula in producing talent for converged newsrooms in Uganda. In this chapter, with the aid of the Interdisciplinary Theory, the researcher reviewed the literature to understand whether the current curricula adequately equip journalism graduates with the skills required for working in converged newsrooms. Additionally, the researcher sought to understand the perceptions of media industry professionals regarding the training provided by journalism schools in Uganda. By exploring these aspects, the study hopes to contribute to improving journalism education and aligning curricula with the evolving needs of converged newsrooms, ultimately enhancing the quality of talent produced in the field of journalism in Uganda.

2.2 Theoretical Framework

2.2.1 *Interdisciplinary Theory*

Julie Thompson Klein, the leading proponent of this theory, describes it as an interdisciplinary model of education developed on two levels (Klein, 1990). The initial model pays attention to the salient concept attributes used in understanding the above concepts, while the second level focuses on integrating or resolving the divergent attributes and concepts identified at the initial level (Kraeplin & Criado, 2005).

The main tenets of the Interdisciplinary Theory are collectively referred to as the three "C's": Collaboration, Cooperation and Communication found in disciplines that lend themselves to address a prescribed issue (Klein J. T., Presentation on Interdisciplinarity., 1993).

According to Kraeplin and Criado (2005), the pedagogical or educational benefits of looking to other disciplinary boundaries to offer solutions have been understood within the academy, and this has been well-researched. Scholars have made a clear distinction between multidisciplinary and interdisciplinary collaboration. The component that distinguished the two is the extent of assimilation or integration between the disciplines. Stember (1991) states that a multidisciplinary approach, which is at a lower level of integration, may involve several disciplines that each provide a differing point of view on a discipline or a problem. (Stember, 1991) suggests that faculty members from sociology, literature and history will comfortably teach a programme that will adequately benefit members of a women's or ethics area of study. However, (Stember, 1991) adds that with an interdisciplinary curriculum, there must be the integration of interdependent parts of knowledge into a harmonious part of knowledge into a harmonious relationship. Thus, the key difference between multidisciplinary and interdisciplinarity is the intensity of the communication and the contact between the disciplines, from the basic consultation of the former to the repetitive integration of the research process within the latter. Interdisciplinary fosters a holistic understanding of the evolving media landscape and the integration of emerging technologies. This can involve partnerships with industry professionals, technology experts, and media organisations to gain insights into the latest technological advancements and their implications for journalism practices. By incorporating interdisciplinary perspectives, journalism training schools can update their

curricula to include multimedia storytelling, data journalism, mobile reporting, and social media management courses. Such integration will empower students with a comprehensive skill set that aligns with the demands of modern newsrooms, facilitating their ability to produce and disseminate news across various platforms effectively, (Klein, 2010; Deuze, 2001).

Klein describes an interdisciplinary model as a derivative of two levels (Klein, 1990). The initial level pays attention to the salient concepts, while the second level pays attention to managing the differing concepts and perspectives identified at the initial level or level one. Scholars have agreed that the incidence of integration could well mean that an interdisciplinary curriculum pays attention to the process (Newell, 2001). The criteria in Newell's (2001) version are abstracted from teamwork, and they include steps aimed at defining the issue, question or problem, understanding which schools of thought or disciplines are required and coming up with a working structure or command of the relevant theories and concepts, (Newell, 2001). Kraeplin and Criado (2005) note that for a convergence curriculum to integrate truly, according to the interdisciplinary theory, the various media involved need to subscribe to a process that avails a truly unified outcome or product. Streaming audio and video must, for instance, appear in the same space with in-depth print articles or stories, while internet webpages must link into an integrated web-based platform for news and related content. A curriculum for training journalists that provides students with the analytical, practical and conceptual skills to attain this will be on the path to the achievement of interdisciplinarity. For instance, the application of the Interdisciplinary Theory in the development and review of journalism school curricula is viewed differently by various stakeholders, including industry players and the academy. Industry demands play a crucial role in shaping curriculum content, as they provide

insights into the skills and knowledge required by professionals in the field. Industry players often share their expectations and recommendations with the academy, highlighting the need to incorporate emerging trends, technological advancements, and multimedia storytelling techniques (Anderson, 2001; Caldwell, 2014; Zelizer, 2009). This collaboration between industry professionals and educators fosters a responsive curriculum that aligns well with the media industry's morphing needs. Additionally, professors play a critical role in connecting the gap between theoretical knowledge and practical skills, ensuring that interdisciplinary concepts are effectively integrated into journalism programmes (Klein J. T., 2010). By combining the expertise and perspectives of industry stakeholders and professors, journalism schools can create a curriculum that prepares students for the complexities of modern newsrooms (Kraeplin & Criado, 2005; Newell, 2001; Deuze, 2001; Stember, 1991).

The Interdisciplinary Theory holds significant relevance in understanding and addressing the challenges journalism schools face in producing talent for a converged newsroom. In the context of the rapidly evolving media landscape, characterised by the convergence of various media platforms, journalism schools are responsible for equipping students with the relevant competencies and skills to navigate this dynamic environment. The Interdisciplinary Theory offers a valuable framework for achieving this goal by emphasising integrating knowledge and approaches from diverse disciplines. One key aspect of the Interdisciplinary Theory is its recognition of the interconnectedness and interdependence of different fields of study. In the context of journalism training, this means acknowledging that journalism is not solely a standalone discipline but intersects with other domains such as technology, communication studies, data analysis, the law and digital media. By embracing an interdisciplinary approach, journalism schools can provide

students with a comprehensive understanding of the multifaceted nature of contemporary journalism and enable them to engage with the complex challenges of a converged newsroom. The Interdisciplinary Theory encourages collaboration and cooperation among various disciplines and stakeholders. Journalism schools can leverage this aspect by forging partnerships with industry professionals, media organisations, and other academic departments. The outcomes of these partnerships can then be crafted into an agreeable curriculum to be executed by the journalism training schools and be enjoyed by the media houses employing scholars from these journalism schools. Collaborative efforts can facilitate the exchange of expertise, resources, and best practices, enhancing the educational experience and preparing students for the demands of a converged newsroom. Through interdisciplinary collaboration, journalism schools can develop innovative curriculum designs, practical training opportunities, and research initiatives that reflect the evolving needs and expectations of the industry.

Furthermore, the Interdisciplinary Theory promotes critical thinking, problem-solving, and adaptability, crucial skills for journalists in a converged newsroom. By incorporating interdisciplinary perspectives into the curriculum, journalism schools can nurture students' ability to think critically, analyse complex issues from multiple angles, and adapt to evolving technological advancements and audience expectations. This approach empowers students to embrace creativity, innovation, and resilience in their journalistic practices, enabling them to thrive in a fast-paced and ever-changing media landscape. The Interdisciplinary Theory provides a relevant and valuable framework for understanding the role of journalism schools in producing talent for a converged newsroom. By embracing interdisciplinary approaches, journalism schools can equip students with a comprehensive skill set, foster collaboration and cooperation, and nurture

critical thinking and adaptability. This prepares graduates to effectively contribute to the evolving field of journalism, meet the challenges of a converged newsroom, and uphold the principles of quality journalism in a digital age.

In conclusion, the Interdisciplinary Theory offers valuable insights into the relevance of iteration and conversations between the industry and the journalism schools in developing a curriculum that speaks to the realities of the media ecosystem and produces talent for a converged newsroom. By embracing an interdisciplinary approach, journalism education can effectively address the evolving needs of the industry and equip students with the necessary skills to navigate the complex and interconnected media landscape. Integrating diverse disciplines such as communication, technology, law, design, and business fosters a comprehensive understanding of the convergent nature of modern journalism. It encourages collaboration, critical thinking, and innovation, enabling graduates to adapt to the changing media environment and contribute to the success of converged newsrooms. Emphasising interdisciplinary education in journalism schools can bridge the gap between theoretical knowledge and practical application, preparing students to excel in a dynamic and multidimensional profession. By embracing the principles of the Interdisciplinary Theory, journalism schools can play a pivotal role in developing talent that meets the demands of a converged newsroom and ensures the continued relevance and vitality of the field.

2.3 General and Empirical Literature Review

2.3.1 *Journalism Curricula and Role of Training Schools*

Journalism has been studied for over a century, yet in recent times, the discipline has encountered challenges that necessitate a reassessment of its teaching curriculum and methods. Regrettably, the pace of reforms has been slow, resulting in an industry-dominated landscape that has rendered certain educational goals obsolete. In China, endeavours to enhance the calibre of journalism graduates have paradoxically led to an oversupply of labour, a disconnect between theoretical foundations and practical skills, and incongruities between academic institutions and industry demands (Shao & Dong, 2016; Thomas, 2016). Traditional modes of journalism education have often neglected the incorporation of applied research to support pedagogy and foster innovations within the field. Machado and Teixeira (2016) argue that combining applied research and teaching is imperative to address the challenges confronting media organisations, particularly those stemming from outdated business models established decades ago (Machado & Teixeira, 2016; Meijns, 2015). To surmount these issues, they advocate for implementing a hybrid teaching model that integrates multidisciplinary approaches through research ventures aimed at developing novel formats, graphic languages, and technologies in journalism (Machado & Teixeira, 2016). However, in Uganda, these attributes have not been given the impetus that they deserve. Instead, journalism training schools are still relying on the instructional materials that they inherited from the earlier days of the teaching of the discipline. Unfortunately, these instructional materials predate the present landscape of the discipline of journalism and thus have led to a mismatch between what the industry demands and what the academy is providing.

In the Latin American higher education systems, Weiss, Joyce, Saldaña, and Alves (2017) have examined the state of investigative journalism practice. Their findings reveal significant technological gaps and resources required to effectively impart investigative journalism skills (Weiss, Joyce, Saldaña, & Alves, 2017). This disparity hinders the comprehensive development of investigative journalism education. Turning to the Russian Federation, Vartanova and Lukina (2017) conducted an overview of higher education institutions with an offering of journalism programmes at the undergraduate, postgraduate, and doctoral levels. Their investigation revealed the presence of an uneven distribution of 150 institutions throughout the country yet operating within a unified system supported and monitored by the government. These programmes predominantly adhere to internationally prescribed norms, mirroring a curriculum rooted in Western traditions, Vartanova and Lukina (2017) Teodorescu, Racoceanu, Leow and Cretu (2016). However, these institutions, as Mutsvairo and Bebawi (2019) note, tend to fall under the supervision of the State where the interest is not in producing critical thinkers but those who are going to disseminate the successes of the State, thus creating a disconnect between the accountability requirement of the media in holding power to account. This disconnect, in modern democracies, creates a disconnect between the industry's needs and the academy's provisions; this situation in Russia is also true in Uganda.

According to Rose, Bock, DiGrande, Duranton, and Field (2007), convergence is a series of 'ongoing discontinuities' in competitive dynamics, technology, consumer behaviour and infrastructure that have created new business models and competitors and are refining practice and industry besides just technology, media and telecommunications. The extent to which Rose, Bock, DiGrande, Duranton and Field (2007) define convergence has far more far-reaching consequences that extend to the teaching of journalists in media

training schools and the curriculum used. However, the media training schools were caught flat-footed regarding keeping up the pace with the changing media environment around them.

Boers, Ercan, Rinsdorf, and Vaagan (2012) state that convergence made teaching journalism programmes more difficult. The convergence of media, they stated, brought about newer tasks requiring multimedia skillsets for the present and prospective media professionals and journalists. They also argued that the pressures transforming the market and the field of journalism had affected other fields, including the academy. (Klinenberg, 2005), a sentiment that Kang (2010) shares because the innovations enabling technologies and global communications have compelled institutions of higher learning to become adaptive in the planning for curricula to meet the needs of the workplaces, realities that the academy and the ever-evolving need of the learners. In this framework, Boers, Ercan, Rinsdorf, and Vaagan (2012) argue about the evolutions in the curriculum, courses, syllabus, and infrastructures of the institutions of higher learning. These changes have been viewed from the perspective of the discipline of communications (Kang, 2010) as cited by Boers, Ercan, Rinsdorf, and Vaagan (2012), who pointed out that the present digitisation has influenced the paping of integrated communications curricula the areas encompassing studies of communications, mass communication, advertising, journalism, digital media and public relations. According to Deuze (2006), journalism education is the discipline of communications that was the most affected by the advent of convergence as the skills requisite in the training constitute more than half of the courses available in the curriculum. The need to review the journalism curriculum is occasioned because the field of journalism adjusts quite fast. Professional teaching routines and standards for multimediu publishing are far less distinctive when compared with traditional mediums. The net result of this is

that the heterogeneous knowledge and experience of the learners are a must (Boers, Ercan, Rinsdorf, & Vaagan, 2012). Kang (2010), states that the subjects on offer have expanded following the need to provide students with functional knowledge and competency skills. Bearing this in mind, there is no doubt that in the convergence arena, practical training skills cannot be taken away from the ability of the learners to use multimedia technologies in any of the digital platforms. This has compelled faculties to enrich further training curricula with new courses and new ways of delivering the teaching modules, Nakiwala and Tayeebwa (2022), as well as restructuring and updating the old ones in line with these new needs (Boers, Ercan, Rinsdorf, & Vaagan, 2012).

The consequence of convergence to the journalism curriculum is not limited to the realignment of practical skills courses in line with new technology but also requires an update of the course syllabi. As Deuze (2006) points out, convergence is not only a 'technological process' amplified through digitisation but also a cultural logic blurring the lines between acts of consumption and production, between using media and making the same and between passive and active spectatorships of mediated culture. There is limited doubt that journalism training is not just education but also scholarship. In this framework, the academy needs to develop a deeper appreciation of the normative and ideological attributes of the present professional practices (Hirst, 2010; Mosco, 2005). So, syllabi of a theoretical nature ought to be realigned to the present situation occasioned by the actions of convergence in line with an extended appreciation developed by media studies scholars. This will ordinarily mean that the courses that focus on the relationship between the media and, for instance, culture, society, audiences, economics, politics, history, political economy and the law, be restructured. The courses aimed at providing learners with skills in marketing and management, as well as those about regulation, media policy or

governance, be realigned with the prevailing 'cultural logic' of the convergence of the media (Boers, Ercan, Rinsdorf, & Vaagan, 2012). There is also a need to renovate and re-equip the academy with modern infrastructure, as this has a great knock-on effect on the institutions' ability to deliver convergence in the required mechanism without affecting journalism education (Boers, Ercan, Rinsdorf, & Vaagan, 2012). It is common knowledge that multimedia production processes need a more complex instructional environment, and as Tanner and Smith (2007) have pointed out, several instructors are constantly monitoring present trends to incorporate the latest industry developments and technology into their classrooms. In a converged environment, students are expected to edit and produce content for the web and print. This calls for the knowledge to use the hardware and the software for these purposes, Huang et al. (2006). Accordingly, the academy ought to possess the technological infrastructure to avail the students of the requisite multimedia skills. However, the rate at which the academy in Uganda is adopting these skills is not in tandem with the rate at which the industry is deploying them. Multimedia labs do exist at Uganda's two largest journalism schools, Makerere University and Uganda Christian University. However, the student-to-equipment ratio is dismal, and this has tended to leave out some students, especially those who are not as aggressive enough to push themselves to borrow this equipment during 'off-peak' times for more student-to-equipment interaction.

The teaching of journalism involves several actors from various walks of life. The State has and continues to provide a strategic function in the process of the education of the journalists, determine the curriculum, and provide funding to institutions of higher learning offering the training. In South Africa, for instance, funding for students from underserved backgrounds has been pivotal in adjusting the profile of journalism training institutions (Krüger, 2022). Publicly funded universities have tended to have the strongest

histories in several countries and continue to provide the strongest support in training future journalists. Often, they are also least likely to possess the ability to provide innovations and struggle to build and maintain linkages with the professional media. Privately funded universities, on the other hand, are more recent arrivals and operate through "fly-by-night" institutions with attractive names with "no substance" when compared with the institutions of repute that have had an attributable impact on the media landscape (Krüger, 2022).

Finlay (2020) acknowledges the impact of faith-based institutions of higher learning, several of which are running highly respected journalism programmes. Further, autonomous media houses have established media training centres through organisations such as the Namibia Media Trust and the Premium Times Center for Investigative Journalism in Nigeria, with these two being not-for-profit outlets of commercially oriented news publishing outlets. In Kenya, the Nation Media Group and the Standard Media Group Plc. have invested significantly in training their journalists through orientation programmes for those joining their businesses. These two media outlets have done this with partnerships with the Aga Khan University, (Finlay, 2020). In some countries, commercially learning media outlets have contributed by opening their doors to journalism interns and advising on the teaching curricula. A development that supports journalism training schools, to be as agile in developing and deploying updated curricula as is required by the industry in which these journalists ended up seeking employment opportunities.

The international community has also played a critical role throughout several years by providing training opportunities of varying lengths, from short-term subjects such as reporting on HIV/AIDS, data journalism and climate change, among others, to

facilitating long-term institutional and staff capacity building. A Norwegian initiative committed huge sums of money to Addis Abebe University over three years from 2004 to 2007, supporting the purchase of equipment, construction of buildings, flying in specialised trainers and supporting the acquisition of higher degrees such as PhDs for staff and faculty. This relationship, however, fell apart because of the deteriorating relations between Ethiopia and the Government of Norway (Workneh, 2018). In Uganda, both Uganda Christian University and Makerere University have received considerable funding from several Governments and institutions, including the Governments of Japan, Norway, Germany, the United States and China to advance journalism programmes (Businge, 2021 and Masinde, 2022). Much of these funds have gone into professional development, equipment, flying in instructors and the set up of multimedia labs.

Krüger (2022) states that the ability to provide practical skills has been viewed as an important yardstick of the quality to equip learners for the job market. A measure of success for many of the centres has been counting the number of former students employed in communications roles or at media houses after they graduate from these centres. Finlay (2020) reaffirms the same by stating that schools sought practising journalists to impart requisite skillsets, while several publishers and broadcasters assigned these students tasks that got shared with wider audiences to give these students much-needed practice and exposure. The use of university radio stations, for instance, as a teaching aid was also prevalent, sometimes with an operational FM licence and other times virtually on the internet. In Malawi, the University of Malawi's Chancellor College and the Polytechnic run FM radio stations like the Malawi Institute of Journalism. Other institutions have TV stations on the airwaves. For instance, the University of Dar es Salaam has a TV station available throughout Tanzania on a multiplex operator, while others publish magazines

and newspapers. The high printing costs for journalism schools have also tended to favour the move to digital platforms.

The change in the media landscape in the last two decades has ignited debate about several issues among journalism professionals, policymakers, course educators and students. So as the teaching of journalism is increasingly becoming important, it is gaining more interest and scrutiny in the manner in which it is taught at the university. The changes that have occurred in the media landscape in the last few decades have made journalism education problematic and also challenging (Emmanuel, Okoro, & Ukonu, 2021). The perception of journalists among themselves is also one such area of diversion, some view themselves as advocates, others as informers and interpreters (Wilnat, Weaver & Choi, 2013) as cited in (Emmanuel, Okoro & Ukonu, 2021) and the rise of citizen journalists, there is no way of preventing others from calling themselves journalists, the lack of a body to align to doesn't make matters any better (Holmes, Hadwin, & Mottershead, 2014). Despite findings, Weaver and Willnat (2012) and Hanusch et al. (2015) and Emmanuel (2019) reveal that higher learning qualifications among journalists are an important attribute for journalists, so adjustments in the profession of journalists prompted by technological advancement are compelling institutions of higher learning with a journalism component to undergo undue pressure as the absence of corresponding reactions to the changes within the industry because of the rather conservative nature of the traditions of universities. Also, a study by Richards and Self (2016) revealed that the curriculum of several journalism schools is shrouded in contradictions and ambiguities Richards and Self (2016), as they cannot address the erratic and unpredictable nature of the journalism profession. (Emmanuel, Okoro, & Ukonu, 2021). To manage this, journalism schools have devised new ways to respond to the changes in the industry and practices, studies by

Raudsepp (1989); Bovee (1999), Okwori and Adeyanju (2007), Ojomo (2007); El-Nawawy, (2007); Finberg, Krueger, and Klinger, (2013); Odunlami (2014); Emmanuel (2017), and Emmanuel (2019) paint a gloomy image of the instruction of journalism, largely in part to the inability of the discipline to reflect the realities in the industry. There exists a disconnect between the newsroom and the classroom, Emmanuel (2019); Ojomo (2015); El-Nawawy, (2007); Skinner, Gasher, and Compton, (2001), and this portrays a dark future for both journalism education and its practice and points to a disturbing future between the industry and the academy. This has been exacerbated by the convergence of media platforms, which has then placed a great need on the instructors to strike a balance between a dynamic newsroom and a conservative classroom, Emmanuel, Okoro, and Ukonu (2021). In ideal terms, journalism education ought to ramp up the quality of the journalism profession regarding practice, and should bring fulfilment to the educators. However, the gap between the academy and the industry is creating situations in which scholars are questioning their very existence, as Raudsepp (1989), Skinner, Gasher, and Compton (2001) and Adam (1988) have aptly described.

Despite convergence altering the direction of journalism training, the knowledge acquired formally still offers both theoretical and practical education to the learners. However, for the newsroom culture, there is an internship, and many have leveraged this opportunity to expand their understanding of the culture of the newsroom. The classroom and the newsroom are thus realms in which learners have encountered the knowledge of journalism, Skinner, Gasher, and Compton (2001). This is relevant because the academy provides the theoretical basis, while the industry provides the societal context through which journalists work (Emmanuel, Okoro, & Ukonu 2021). In Uganda, no journalism school graduate students have completed the mandatory internship period at a media house

affiliated with the academic institution. This requirement has led to at least the students gaining a working knowledge of the skills, equipment and jargon required to operate in a converged newsroom. It will be prudent for the industry to extend more such facilities to the academy even after the students have left the journalism schools to hone these skills further and own them long after they have left the institutions of learning. This method has worked in the Western world, from where our journalism curriculum originated, and I believe it will also work here.

Institutions for training journalists grapple with a shortage of resources needed to teach practical skills (Self, 2020). For instance, radio stations are expensive to operate and need upkeep, to, among others pay licence fees and royalties for what may be used, if it was not locally produced. Even with donor support, the absence of continuous technical assistance has led to the breakdown of equipment (Krüger, 2022). A UNESCO study from 2007 of journalism training institutions in Africa highlighted the need for multiple "potential centres of excellence" (Berger & Matras, 2007). What stood out though, was that institutions kept pointing out the need for resources, Makerere University in Uganda sought donors for new radio station equipment, the University of Nairobi wanted a brand new building, while the University of Lagos, Nigeria, had a broken down printing press for which they sought spare parts, (Berger & Matras, 2007). Nonetheless, Finlay (2020) notes that despite the challenges due to minimal facilities, the centre in Kampala has been able to build a remarkable reputation.

On the quality of education being offered to journalism students at the various universities involved in the UNESCO centres of excellence, UNESCO prescribed indicators and procedures to ascertain the measures of the institutions. In a situation where

international accreditation teaching standards for journalism education were agreed upon, consensus among the academy and other stakeholders existed. These were then stratified and organised into four broad areas, that is development plan, strategy and potential, curriculum and institutional capacity, external links and reputation and professional and public service, (Berger & Matras, 2007). The exercise identified 21 possible entities with which UNESCO and other partners in the media development spaces could partner and indicated that institutions rose and fell (Berger & Matras, 2007). The situation today is a lot different from when the study was conducted, and it also ushered in a half-a-decade programme to assist the journalism training schools that had been identified. These five years have since expired, and a similar programme, but much bigger, will be a good move to provide continuous support, including curriculum development (Berger & Matras, 2007).

There have been several reviews of the current curricula among the journalism training schools not just in Uganda but also in several countries in Africa. At the largest public university in Uganda, the undergraduate journalism programme was increased from three years to four years, and it is not yet clear if the revision of the programme has achieved the aspirations of the review, while the master's programme changed from a Master of Arts in Journalism and Communications to a Master of Arts in Strategic Communication and another Master of Arts in Multimedia Journalism. These are all attempts to address the needs of the market, and yet the market is not satisfied with the products being turned out of the universities.

2.3.2 *Journalism Education, Innovations in the Media and Converged Newsrooms*

Journalism educators have struggled with the ever-increasing innovations in mass communication and the disruptions that have been occasioned especially by the advent of the internet (Emma-Okoroafor, 2016). The struggles have not been helped by the speed at which the newsrooms adapt a lot faster than the academy, of whom the industry hopes to take on new talent. Usharani (2010), writes that the industry has viewed convergences as an avenue through which content can be generated. However, by the academy, it is viewed as conveying training and education across broadcast, online and print and like a webpage, the convergence curricula are agile and require continuous updates to bridge the gaps between practice and theory (Usharani, 2010). Emma-Okoroafor (2016) reduces that to a media landscape heavily influenced by technology, in which journalism scholars and educators must dedicate efforts to gaining a broader understanding of modern journalism. This will aid in refining journalism education and restructuring its curriculum to align with the rapidly evolving media platforms of today (Emma-Okoroafor, 2016).

According to a study conducted by Kraeplin and Criado (2005), on a convergence journalism curriculum, the duo sent out 105 questionnaires to division chairs and deans of undergraduate journalism programmes, and only 46 sent back responses. Another attempt was made; this time, a much leaner questionnaire was sent to TV executives and newspaper executives in 210 markets across the US, and only 106 responded. Their responses were also as varied as those that chose to respond. The results showed that universities in the US anticipated an industry interest in a converged media environment. It also showed that the media managers believed it was important to train young journalists in skills of convergence, specifically to write stories for more than one platform, and they also agreed

that this ability to write across platforms will be critical in the decisions to hire or not to hire a journalist, however, this interest was more prevalent among the managers of TV stations and less among the managers of the newspaper producing outlets. Among the academy, 9 in 10 of those interviewed stated that they had included an aspect that adapted their curricula as a response to the demands of the industry. However, most of these changes were minor as those interviewed still maintained that their curricula being printed, broadcast or other learning indicated that they were maintaining the separate training tracks with no overlaps. The challenge with this, as Stember (1991) pointed out, was the trainers or those responsible for developing the pedagogy that the learners used, would miss out on the 'cognitive maps' of the basic concepts, modes of inquiry and the idea of what constituted a problem, because they would not be shared and understood, and this could leave colleagues unaware of the relevance of the other's viewpoint. Stember (1991) pointed out that there was a need for both students and faculty to be aware of the concepts, vocabulary and skills associated with each journalistic discipline. Kraeplin and Criado (2005) insisted that much as the writing of, for instance, online and print were similar, that was where the similarities ended. For a fully integrated online curriculum, for instance, to kick off, the industry and the academy ought to design something in which the journalist learns to think differently in a converged world and yet produce similar products, it is unlikely that this is going to happen soon if the academy is pushing for an interdisciplinary approach at the expense of a multidisciplinary path. In Uganda, journalism training is primarily based on the interdisciplinary approach, as Mutsvairo and Bebawi (2019) stated. Components within the training on broadcast, print and public relations are taught to all, but then the learners are expected to take on a major and a few minors. Those who take on the minors would not benefit much from those subjects, save for the basic operational knowledge. This is a

disservice to the rest, especially if a calling in a converged newsroom was the last point of recourse during the quest for employment. It helped to take the path taken by the University of Johannesburg, which operates combined vocationally-based and theoretical 3-year programmes for undergraduates in journalism. This is a multidisciplinary programme offered to the students, and it gives them the chance to take a minor in disciplines such as sociology, politics and anthropology while maintaining all the core components of journalism as a major (Mutsvairo & Bebawi, 2019).

Social media, while it has not been fronted as a means of equipping today's journalists to better deliver in the converged newsroom, could be an area of interest to journalism educators. Media convergence and the advent of journalism 2.0 ought to be recognised as a current sector of interest and an academic priority (Tumber & Zelizer, 2009) as cited in Ureta and Fernández (2018). Ureta and Fernández (2018) add that journalists with extensive training in producing content across media platforms, inclusive of social media, were more in demand in the present workplaces as they tended to be multi-skilled and also adept at multimedia reporting than their colleagues in the broadcast and print only circuits and also demonstrated a willingness to cooperate and engage in teamwork. When journalism schools started developing programmes aimed at online journalism in the US in the mid-1990s, according to Ureta and Fernández (2018), the schools looked at applying the classical techniques applied to print journalism to the web. However, they did not specify courses on online journalism intended to teach students to explore the medium's strengths such as interactivity, multimediality and hypertextuality, but also update on a continuous trajectory from the trends that students must learn to reflect upon new journalism perspectives like social media. A perspective that Deuze (2006) and Global Journalism Education (2006) agree that, despite the academy offering core

curricular skills and knowledge irrespective of the specialised media context in the duration of the last 20 years, pedagogical approaches to online journalism have not been emphasised within the academy thus their not being quickly added into the journalism curriculum, (Castañeda, 2003; Huang et al., 2006; Kraeplin & Criado, 2005; Lowrey, Daniels, & Becker, 2005; Scott, 2002; Tárca & Marinho (2008)). Scott (2002) highlighted that although 80% of the academic community recognised the necessity for academia to keep pace with the industry, only 40% believed their faculties and schools were doing so. Moreover, over 33% of academics deemed it unfeasible to keep abreast of the industry changes driven by media convergence. Despite an apparent market demand for candidates skilled in online content creation, multiplatform delivery, and social media management, it is only recently that media experts have come to a consensus that media convergence and social journalism will significantly influence the future aspects of university-level journalism curricula (Bor, 2014; Bhuiyan, 2010; Cochrane, 2014; Salaverría, García-Avilés; Mencher 2002; Masip, 2012).

Mills and Wagemans (2021) state that the news media industry has grappled with Schumpeterian creative destruction over the past two decades, driven by the relentless march of new technologies (Schumpeter, 1942). These technological leaps have not only reshaped journalism practices (Deuze, 2013; Singer, 2004), business models (Cook & Sirkkunen, 2013; Kaye & Quinn, 2010), public trust (Blöbaum, 2014), and audience habits (Schröder, 2015) but have also placed the industry in a perpetual state of adaptation and challenge (Spyridou, Masiola, Veglis, Kalliris, & Dimoulas, 2013). Scholars have responded by introducing various frameworks to understand this transformative landscape, including concepts like entrepreneurial journalism, hybridity (Papacharissi, 2015), and networked journalism (Beckett & Mansell, 2008). Journalism training schools have indeed

not been left behind, as they have played a pivotal role in preparing future journalists to navigate this evolving digital environment, equipping them with the skills and mindset required for innovation. Furthermore, the industry has adopted strategies such as digital-first newsrooms (Bradshaw, 2007; McAthy, 2013) and adaptive journalistic innovations (Westlund & Krumsvik, 2014) to respond to these challenges effectively. Reviews of journalism curricula have in recent years, been an option. Another emerging option has been the creation of media labs (Salaverría, 2015; Boyles, 2016) as a structural response to the digital disruption that has gained prominence. These labs have become hubs for innovating journalism practices and business models, bridging journalism education and industry needs. Canavilhas, Pellanda, Piñeiro-Naval, and Nunes' (2020) comprehensive study of the use of mobile phones among students in Portugal and Brazil categorises the innovations stemming from these labs into creative, reflective, exploratory, and generative types, offering a holistic view of the impact of these labs. This approach extends beyond related inquiries in journalism practice. Aitamurto and Lewis (2013) and Evans (2016) have highlighted the multifaceted nature of digital innovation in journalism and the crucial role of journalism training schools in shaping the next generation of media professionals.

Verweij (2009) and Quinn (2005) hold contrasting views on the convergence of journalism and its impact on media organisations. Verweij argues that convergence allows for more comprehensive news coverage by combining the depth of newspaper reporting, the immediacy of television, and the interactivity of the web. This synergy creates a unique opportunity for journalists to produce high-quality content across multiple platforms. However, some critics, like Teves and Craven (2017), challenge Verweij's research for focusing on the early stages of convergence in Africa. Nonetheless, Verweij contends that successful journalistic convergence relies on technological advancements and fostering a

social process. The transformation of newsrooms into less hierarchical, networked organisations with multimedia teams requires open communication, short connections between units, and specialised skills among reporters and editors. Unfortunately, Uganda's exploration of these attributes remains limited, as journalism schools have yet to incorporate social media and multi-platform training into their curricula fully. As the media landscape evolves, addressing these challenges is essential for nurturing talent that can thrive in converged newsrooms.

2.3.3 Industry Perceptions of the Quality of Talent from Journalism Training Schools

The industry has continually viewed the academy with criticism for doing little to equip students for the job market in the media. Highton (1967), for example, wrote that: "Newspapering is becoming a sidelight, if not an afterthought, of many journalism schools" (p. 10). The attacks have also extended to broadcast journalism. The Electronic Media Career Preparation Study Roper Organisation (1987), for instance, concluded that broadcast journalism education fell "far short in providing practical knowledge for the real world" (p. 5), as cited in Dickson and Brandon (2000). According to Dickson and Brandon (2000), a survey by the Associated Press Managing Editors Association of 1,900 journalism faculty found that about half of them felt "antipathy or estrangement between themselves and the working press." Mabrey (1988), however, concluded: "There is no argument that journalism educators, by and large, and editors, by and large, want the same thing: young reporters and editors who read, inquire, write, spell, and have an inner sense of cause. The problem here may be in the rhetoric" (p. 42). Dickson and Brandon (2000) add that this rhetoric continues, and in a study from 1990 by the American Society of Newspaper Editors Committee on Education for Journalism: "Looking at journalism

education through the eyes of editors ... one finds signs of dissatisfaction that should be troubling to both ASNE and the educators" (American Society of Newspaper Editors, 1990). Dennis (1990) summarized professional journalists' complaints this way: "They do not like what is taught in the communication schools, and they do not much like or trust those who teach it" (p. 9). Dennis (1988) and Lovell (1987) labelled the debate between professional journalists and journalism educators over the quality of media education as a dialogue for the deaf, while Lindley (1988) called upon journalism faculty to reduce the gap between the industry and the academy. This is an issue Weinberg (1990) agreed with, but with caution, as the proximity between the industry and the academy will be difficult. He noted, "Many newsroom professionals are far less optimistic than I, seeing not a glimmer of hope in the evidence I have presented" (p. 28). Critiques of journalism education persisted, with calls to bridge the gap between journalism schools and the industry. Alridge (1992) urged journalism schools to stay relevant, warning against potential academic decline if they fail to do so.

Similarly, the National Newspaper Association's CEO Corrigan (1993) accused journalism educators of neglecting industry needs and wasting resources on unnecessary pursuits. Dennis (1994) noted that these debates, spanning from the existence of communication and journalism schools to the balance between theory and practice, continue unabated and are infused with class-conscious undertones. The AEJMC Vision 2000 Task Force (1994) acknowledged the detachment of journalism and mass communication units from their industrial foundations, recognising the increasing validity of such criticisms. Considering the ongoing criticism by industry professionals, the need for journalism education to align with real-world demands has become apparent.

Criticism of journalism education for its disconnection from media professions has been echoed by some educators and professionals alike. Medsger's (1996) report, funded by The Freedom Forum, emphasised the drift from practical roots, a sentiment that Deuze (2001) shared. During the 1990s, an upswing in journalism studies globally paralleled increasing scrutiny of journalism as a trade or profession from both the public and media critics (Weaver, 1998; Deuze, 2001). The media's coverage of itself has professionalised, prompting concerns not only from established critics but also from the public, leading to a demand for more political control over the press (Deuze, 2001; Freedom Forum, 1999). Formal journalism education has become crucial in preparing today's and tomorrow's media professionals to navigate the multifaceted challenges and changes in journalism (Weaver, 1998; Dickson, 1999). In response to the evolving media landscape and technological advances, journalism educators, scholars, journalists, and society are reevaluating their approaches and functions (Deuze, 2001).

In the aftermath of the 2007-08 post-election crisis that rocked Kenya following disputed general elections, a debate arose about the perceived portrayal of Africa in the media especially international media. Before this crisis, the Reuters newsroom in Nairobi had been a white boys club (Bunce, 2010). This newsroom provided the base point for the media industry through which journalists from the Western world and their local counterparts debated and disagreed on the function of the media in this particular crisis. It soon emerged that the portrayal of Africa as a dark continent that needed saving by the West was the central selling point for Western news outlets and yet this was not necessarily the case in the eyes of the African counterparts. These debates led to the pushing to the fore of a new agenda in which international media outlets are now employing more locals to populate their foreign news desks with the hope that this will deliver a balanced news

outlook and possibly challenge the Western reporting models despite the West continuing to dominate international news reporting (Bunce, 2010). So, while we are debating the industry's outlook with disdain towards the academy, it is also within the industry that certain practitioners consider themselves superior to their colleagues in the industry. While the circumstances surrounding the downsizing of foreign correspondents have not been accorded that scholarly interest it deserves, it is possible that this interest is not there because the audiences for whom this would make sense are still romanticising the rugged foreign correspondent operating in a far-off theatre of war somewhere in East Africa and delivering the content that the audiences in the West are willing to and able to pay for (Boyd-Barrett, 2000; Glasgow Media Group, 2000; & Hamilton & Jenner, 2004).

In Uganda, as is the case in other East African countries, there has been an increase in independent media houses setting up their labs over the last decade. This has become an area of concern as these labs have been set up to respond to the perceived inadequacy of the crop of journalists coming in from the journalism training schools. There have also been instances in which hitherto discontinued media labs have been reactivated, and partnerships and memoranda between media houses and universities over specialised programmes have increased. A case in point includes the Vision Group in Uganda, which works with the Uganda Christian University to provide specialised training and continuous refresher programmes for their journalists. The Nation Media Group, the proponents of the Nation Media Lab, have had to reactivate the lab to offer training to future journalists, but this time drawing from diverse disciplines that have even included law. In Uganda, auxiliary media training schools such as the Media Challenge Initiative and the Africa Centre for Media Excellence (ACME), among others, have also joined the space and are now offering educational services for in-service journalists. Had the present journalism

training curricula at the journalism schools been adequate to produce journalists with the requisite skills, then maybe all these ventures initiated by the media houses and auxiliary schools would not have been necessary.

2.4 Conceptual Framework

This study's conceptual framework draws from the interdisciplinary theory proposed by Julie Thompson Klein (1990), which emphasises the integration of different disciplines and the application of diverse knowledge to address complex issues. In the context of this research, the variables include the journalism training schools' curriculum, the skills acquired by recent graduates and the relevance of journalism training schools in producing talent for converged newsrooms in Uganda. The framework incorporates three main components: curriculum analysis, graduate skills assessment, and industry professionals' perceptions.

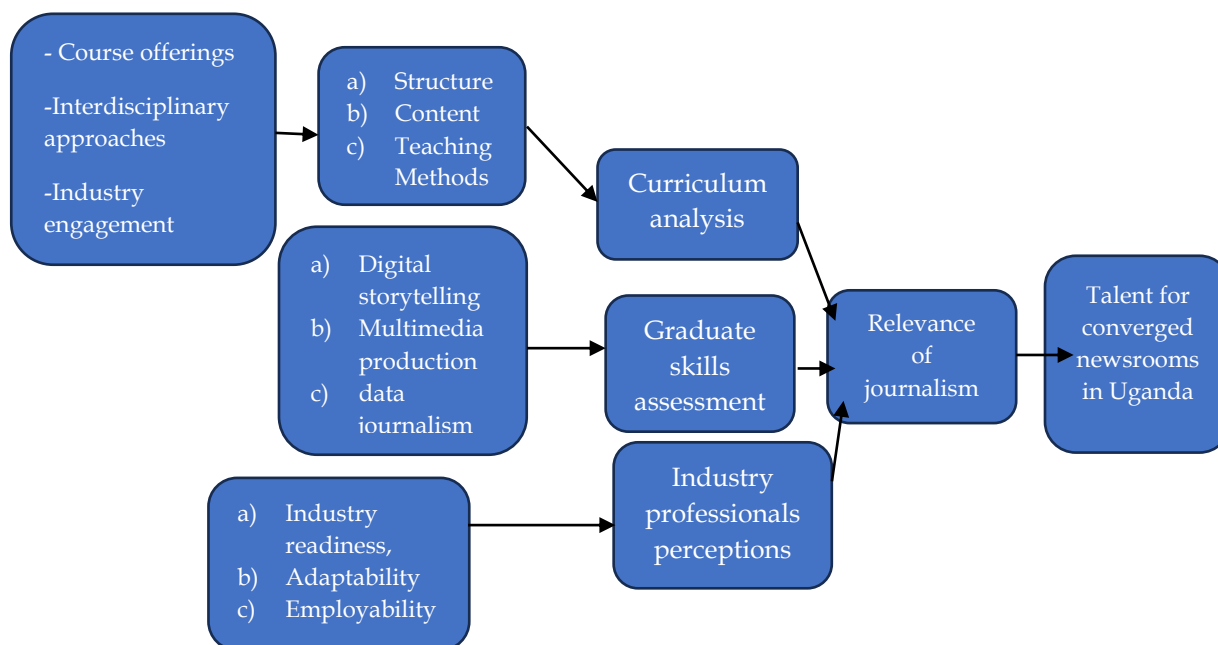


Figure 1: Conceptual Framework

Firstly, the curriculum analysis examined the structure, content, and teaching methods employed in journalism training schools, focusing on factors such as course offerings, interdisciplinary approaches, and industry engagement (Odunlami, 2014; Kraepelin & Criado, 2005; Dickson, 1999; Bright, 2020; Pedersen, 2016; Gibson, Stutchbury, Ikutegbe, & Michielin, 2019). Secondly, assessing graduate skills involved evaluating whether the current curricula adequately equip recent graduates with the necessary competencies for working in converged newsrooms, including digital storytelling, multimedia production, and data journalism (Deuze, 2004; Schmier, 2014; & Kawamoto, 2003). Lastly, the investigation of media industry professionals' perceptions will capture the views on the effectiveness of the training provided by journalism schools in Uganda in meeting the demands of converged newsrooms, exploring factors such as industry readiness, adaptability, and employability (Atan, Rahman & Idrus, 2004; LaGree, Tefertiller, & Olsen, 2021; Masterman, 1997; Bor, 2014). By integrating these dimensions,

the conceptual framework aims to provide a comprehensive understanding of the relevance of journalism training schools in producing talent for converged newsrooms in Uganda, guided by the principles of the Interdisciplinary Theory (Klein, 1990; Darbellay, 2002; Marriage, 2022; Gallagher, 2015).

2.5 Summary

This chapter aimed to assess the efficacy of journalism training schools' curricula in preparing talent for converged newsrooms in Uganda. Utilising the Interdisciplinary Theory, the researcher examined literature from academic contexts similar to those in Uganda to determine whether existing curricula adequately equipped journalism graduates with the requisite skills for converged newsroom environments. Additionally, the researcher explored general and empirical literature to understand media industry professionals' perspectives on the training provided by Ugandan journalism schools. A conceptual framework was developed to elucidate the relationships among dependent and independent variables concerning journalism schools, curricula, and their interconnection. The framework comprised three key components: curriculum analysis, graduate skills assessment, and industry professionals' perceptions. Through an exploration of these elements, the study aimed to contribute to enhancing journalism education, ensuring curricula alignment with the evolving demands of converged newsrooms, and ultimately elevating the quality of talent produced in the Ugandan journalism field.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study examines the relevance of journalism training schools in producing talent for converged newsrooms in Uganda, using the mixed methods approach and focusing on the analysis of journalism educators, recent graduates, and industry professionals. This chapter thus discusses the methods the researcher adopted in data collection and analysis. It also discusses the study approach, sampling procedures, and research design and the ethical considerations. It also shows how the researcher carried out data presentation and analysis.

3.2 Research Approach and Research Design

3.2.1 Research Approach

This research adopted a mixed methods approach to examine the relevance of journalism training schools in producing talent for converged newsrooms in Uganda. A mixed methods approach is valuable in comprehensively understanding the complex nature of this subject, as it allows for an in-depth engagement with industry professionals and academia to gather rich data. The study aims to analyse the curriculum of journalism training schools and its effectiveness in preparing graduates for working in converged newsrooms. It also investigates whether the current curricula align with the skills required in the industry. Additionally, the research aims to understand the perceptions of media industry professionals regarding the training provided by journalism schools. The study

utilised a combination of directed document analyses, interviews and questionnaires tailored to the respective audiences to achieve these objectives. This mixed methods approach ensures a comprehensive and nuanced examination of the topic.

The mixed methods approach integrates quantitative and qualitative methods, providing a comprehensive understanding of the research subject. Creswell (2014) highlights that this approach combines data from both types, resulting in a more profound insight than using either method in isolation (Creswell, 2014). The researcher used document analysis for documents from the journalism training schools to fully appreciate the kind of curricula taught in journalism training schools and the relevance of the same in producing talent for a converged newsroom. The researcher also hopes to use the same design to investigate whether the current curricula have equipped recent graduates with the skills required to work in a converged newsroom. The researcher also used semi-structured survey questionnaires on the industry and the academy to understand the media industry professionals' perceptions of the training provided by journalism training schools in Uganda to further expound on the nuances that led some industry players to disregard the standard training from journalism schools and instead adopt their own as soon as the would-be journalists arrive at the newsrooms.

3.2.2 Research Design

This study employed a mixed methods research design, which involves simultaneously collecting and presenting qualitative and quantitative data (Creswell & Creswell., 2017). The researcher finds this approach suitable as it allows for the corroboration of qualitative and quantitative data, enhancing the overall validity and comprehensiveness of the study findings. This study, which examines the relevance of

journalism training schools in producing talent for converged newsrooms in Uganda, lends itself to a concurrent mixed methods research design because the researcher needs to collect both datasets to give an in-depth understanding of this data. Using directed document analysis, semi-structured interviews and survey questionnaires, the researcher hopes to be able to describe the extent to which the present curricula taught in the two top-tier journalism training schools in Uganda are responsible for producing the kind of talent that is ending up in the converged newsrooms of the leading media outlets in Kampala (Creswell, 2014).

3.3 Population

Sim and Wright (2000) designate a population as a set of cases that interest a researcher for which she or he seeks to generalise findings. This study thus generalised its findings to two journalism training schools in Uganda, Makerere University, which has the oldest journalism school in the country and is publicly funded, and Uganda Christian University, which graduates the largest population of students from its journalism school and is privately funded. Data was, therefore, collected from the two universities. Further, the researcher also collected data from journalists employed in the last two years in two media houses, Vision Group and the Nation Media Group, because these are the two largest employers of journalism graduates in Uganda.

3.4 Target Population

The target population pertains to the particular cohort of individuals the researcher aims to investigate. It encompasses the specific group or category of subjects that hold relevance to the study and are the primary focus of the researcher's inquiry (Cox, 2011).

The target population of this study was the two media houses, Nation Media Group and Vision Group. This study also targeted the journalism curricula of Makerere University and Uganda Christian University for document analysis. These two institutions earmarked for this study are located within a 25km radius of the central business district in Kampala. The last target population was the journalists employed in the last two years in the two media houses. Their supervisors were also spoken to for this study.

3.5 Study Site

The study site for this study was Kampala, where all the targeted institutions were located. It was also the place where all the participants were based. For the key informant interviews, appointments were sought with the target persons for an audience to have a face-to-face meeting where the conversations were recorded using audio devices. For later transcription purposes, a notebook detailing the meeting notes was also kept as a backup to the recorded proceedings.

3.6 Sample Size

The researcher spoke with nine key informants. Of these, four came from Vision Group three from the Nation Media Group and two from each of the targeted institutions of higher learning.

The researcher also engaged 20 recent graduates from the two employers, Vision Group and the Nation Media Group. To ensure a holistic assessment, the researcher conducted semi-structured interviews with senior figures in both the Vision Group and the Nation Media Group. These interviews explored perspectives on the effectiveness of the journalism curricula in preparing graduates for converged newsrooms. In addition, the

study deployed survey questionnaires involving 20 former students who graduated from the two institutions of higher learning over the last two years. These graduates were all either full-time or freelance journalists. These graduates provided insights into the practical applicability of the skills acquired during their journalism education.

Furthermore, directed document analysis was employed to review the curricula of Makerere University and Uganda Christian University. The researcher acquired both abridged documents from the two institutions. One came officially from an officer in the department, while the other was taken from the official website of the institution of higher learning. Course outlines for the entire duration of the journalism programme and other relevant documents were also scrutinised to inform the study's objectives. Overall, the total sample size for this study was 29 participants.

3.7 Sampling Procedures

Sampling is a systematic method employed by researchers to select a relatively small subset of individuals from a predetermined population as data sources or study participants (Sharma, 2017). Ideally, all predetermined target population participants should be interviewed to ensure trustworthy and credible results. However, due to practical constraints, researchers rely on sampling techniques since it is impractical to test every participant in the study population (Sharma, 2017).

In this study, the researcher employed the purposive sampling technique, which involved specifying the characteristics of the population of interest and selecting individuals who possessed those features (Johnson & Christensen, 2012). Purposive sampling was strategically used to ensure that the sampled participants were relevant to

the study (Bryman, 2008). This sampling approach was particularly useful when investigating a small subset of a larger population, where identifying many members of the subset was feasible, but studying all of them would be nearly impossible (Baxter & Babbie, 2004). For this study, since all editors were journalists, purposively sampling editors for interviews was appropriate, as they represented a subset with extensive editorial responsibilities and provided rich and in-depth information on editorial processes and their influences. These editors were the ones to whom the in-depth interviews were subjected.

Since recent graduates generally follow the same orientation processes for respective platforms or multi-platforms as was the case here, the researcher purposively targeted senior editors from the two media houses. Therefore, the researcher selected the editors responsible for the day-to-day running of the news desk as this was usually the initial desk recent recruits to the newsroom reported on their initial days at work, the researcher also interviewed the editors responsible for recruitment or those who acted as liaison between the recent graduates and the human resources functions of the respective media houses. To ensure trustworthiness, the researcher interviewed persons with similar roles at the two media houses.

For directed document analysis, the researcher analysed the undergraduate training curricula for Makerere University and Uganda Christian University. It is against these curricula that a document analysis guide was then checked based on the objectives of this study.

3.8 Research Method

The researcher used the descriptive research method. The descriptive method describes multiple scenarios to gain an understanding of the situation and its essence intuitively and subjectively, as experienced by those under the study. Using directed document analysis, semi-structured interviews and survey questionnaires, the researcher was able to describe the extent to which the present curricula taught in the two top-tier journalism training schools in Uganda were responsible for producing the kind of talent that ended up in the converged newsrooms of the two leading media outlets in Kampala.

Open-ended interviews presented a clear set of instructions and topic areas, but the respondents' answers guided the direction of the interview and allowed for room for follow-up questions (Stuckey, 2013). This approach enabled participants to respond to flexible questions, including emergent ones influenced by previous responses (Weiss., 1995). Interviews provided a detailed and comprehensive description of the studied phenomenon, allowing integration of multiple perspectives, understanding the interpretative processes, and bridging intersubjectivities. Given the subjectivity of the relevance of journalism schools in producing talent for converged newsrooms in Uganda, semi-structured interviews were ideal for gathering data that addressed the research questions. Moreover, semi-structured interviews facilitated the exploration of topics that emerged during the conversations.

These methods allowed for a nuanced understanding of how the curricula align with industry demands and identified the gaps that needed to be addressed. Through probing questions, participants' experiences and perspectives on the effectiveness of the current curricula and the preparedness of graduates for converged newsrooms be explored

(Legard, Keegan, & Ward, 2003; Dworkin, 2012; Milena, Dainora, & Alin, 2008; Minichiello, Aroni, & Hays, 2008).

3.9 Data Generation/Collection Tools

The study employed a mixed methods approach and used a document analysis guide, survey questionnaire and interview guides. Document analysis was used as the entry point into this study. Document analysis was a critical method in studying the relevance of journalism schools in producing talent for converged newsrooms in Uganda, particularly within the mixed methods research approach framework. Through the qualitative approach, an analysis of documents such as curricula, course materials, and training guidelines was done. This study systematically and objectively assessed the nature of the training provided by journalism schools (Cohen, Manion, & Morrison, 2018). The information gained from this process showed variations and correlations that impacted the graduates' readiness for converged newsrooms (Miles, Huberman, & Saldana, 2014).

The researcher also used semi-structured survey questionnaires on the recent graduates to understand the role played by the current curricula in the training provided by journalism training schools in Uganda. In-depth interviews were conducted with key informants to gain insights into their perceptions and experiences regarding the relevance of journalism training schools in producing talent for converged newsrooms. Using a semi-structured interview guide, the researcher interviewed seven media house managers, four from Vision Group and three from the Nation Media Group, directly involved in the recruitment or placement and supervision of recent graduates in the two newsrooms.

3.10 Data Collection Procedures

The researcher sought permission to collect data from the Uganda Nation Council of Science and Technology, through the ethics committee of Uganda Christian University. The researcher also sought permission from Makerere University, Uganda Christian University, Vision Group and the Nation Media Group by submitting an official Aga Khan University's The Graduate School of Media and Communications (GSMC) issued an introductory letter, along with approvals from the Uganda National Council for Science and Technology. The researcher further obtained consent forms to conduct the interviews before the interviews were conducted. Also, a waiver was signed by all the respondents before their responses were considered valid.

3.11 Pre-testing of Data Generation/Collection Tools

Pre-testing involves administering data collection instruments to a small subset of participants from the research population to identify and address any issues with the tools (Cramer & Howitt, 2011). A pilot study was conducted at the Aga Khan University's Graduate School of Media and Communications in Nairobi, Kenya to ensure the effectiveness of the interview guide and the key informant interview guide. The participants for the pretest held positions of authority similar to those in the organisational structures at Makerere University and Uganda Christian University, such as the dean of the Graduate School of Media and Communication and the course coordinator of the undergraduate programme, representing correlative equals at the respective institutions.

Questionnaires for the industry and the academy were administered to former media colleagues at the Aga Khan University's Graduate School of Media and

Communication. Representative questionnaires were administered to students of the undergraduate journalism programme at the Aga Khan University in Nairobi as the candidates for the pretest. Each interview segment had its question types specific to the objective area for which the researcher deemed relevant. Responses were simulated to assess the questions' clarity, appropriateness, and accuracy in eliciting responses to the research questions. The researcher analysed these simulated responses to ensure they aligned with the research objectives. Adjustments were made to the data collection tools based on the findings of this data.

3.12 Validity and Reliability of Research Tools

The validity of an instrument is the degree to which it accurately measures what it was intended to measure. Ensuring the validity of an instrument is crucial because it determines the appropriateness of the questions used and ensures that researchers measure the relevant issues effectively. On the other hand, reliability refers to the consistency of an instrument in yielding the same result across multiple trials (Middleton, 2023). A valid research tool provides data that addresses the actual area of investigation (Taherdoost, 2016).

The document analysis guide derived from the pretest findings played a crucial role in enhancing the validity and reliability of the research. By carefully examining documents from Makerere University and Uganda Christian University and identifying areas of intersection and divergence in the curricula of journalism training schools, the guide offered a framework for data collection and analysis. This approach ensured consistency and objectivity in identifying relevant themes and patterns in the documents. The guide also helped to establish a clear and systematic process for extracting relevant data and

minimising the risk of researcher bias. By using the guide as a reference during the document analysis, the study's findings were robust, reliable, and aligned with the research objectives, this enhanced the overall validity and reliability of the research (Van den Berg & Struwig, 2017; Owen, 2014; Bowen, 2009).

A well-structured questionnaire based on the pretest findings significantly contributed to addressing the issues of validity and reliability in the research after it had been subjected to the corresponding peers from Aga Khan University's undergraduate learners and recent former students in the undergraduate programme. By incorporating relevant insights from the pretest, the questionnaire was refined to ensure it aligned with the research objectives and effectively captured the required data. This process helped enhance the content validity of the questionnaire, ensuring that it comprehensively covered all relevant aspects related to the relevance of journalism training schools in producing talent for converged newsrooms. Additionally, the pretest allowed for identifying and eliminating ambiguous or unclear questions, contributing to the questionnaire's construct validity by ensuring that it measured the intended constructs accurately. The pretest also enabled the researcher to assess the clarity and understandability of the questionnaire, thus increasing its face validity. By using the pretest findings to refine the questionnaire, the research achieved higher internal consistency and test-retest reliability, leading to more accurate and consistent results (Creswell & Creswell, 2017; DeVellis, 2017).

Integrating the insights gained from the pretest findings into the design of the interview guide played a vital role in enhancing the validity and reliability of the research by subjecting it to the Aga Khan University's former journalists and media managers and the institution's leadership. By refining the interview questions based on the pretest

feedback, the guide ensured that it aligned with the research objectives and delved deeply into the relevant aspects concerning the relevance of journalism training schools in producing talent for converged newsrooms. This process enhanced the content validity of the interview guide, ensuring that it covered all the essential topics comprehensively and accurately. Furthermore, the pretest identified potential ambiguities or misunderstandings in the questions, contributing to the interview guide's construct validity by ensuring that it measured the intended constructs effectively. Additionally, the pretest helped assess the clarity and appropriateness of the questions, thereby increasing the face validity of the interview guide. The research achieved higher internal consistency and interrater reliability by utilising the pretest findings to refine the interview guide, leading to more robust and trustworthy results (Creswell & Creswell, 2017; DeVellis, 2017).

3.13 Data Analysis and Presentation Plan

This study employed a thematic analysis to derive findings from the in-depth interviews conducted with participants. The interviews were recorded and transcribed verbatim. The data was then thoroughly familiarised, and the initial indexing of keywords in the transcripts was created. These keywords were classified based on their similarity to the research objectives' responses, and from these classifications, thematic patterns were crafted in alignment with the research questions. The participant triangulation method was used because the study involved multiple interview guides. According to Turner (2016), triangulation in qualitative research involves utilising diverse data sources to develop a comprehensive understanding of a phenomenon, making it especially relevant for this study, which sought insights from participants with unique yet valid perspectives. The

presentation of the findings was in a narrative form based on the themes derived from the interviews.

3.14 Ethical Considerations

The researcher initiated the process of obtaining ethical approval from the Ethical Research Board at Aga Khan University by submitting a comprehensive research proposal for this study. However, considering that the data collection took place in Uganda, it was also imperative to adhere to the country's regulations. As per the law, an additional Ethics Clearance was sought from a local university approved by the Uganda National Council for Science and Technology (UNCST) before proceeding with the study. The second Research Ethical Clearance was thus obtained from the Uganda Christian University. Since some of the data included sensitive personal details, such as email addresses, and the respondents' responses were confidential, the researcher took meticulous measures to ensure full compliance with the highest ethical standards.

- a) Anonymisation of data was applied to ensure the separation of information from identifiable individuals, where necessary.
- b) Finance and strategy questions were treated as variables, and the resulting findings were presented in a general manner.

The researcher provided a comprehensive explanation of the study's purpose to the respondents. Informed, written, and oral consent were sought from all interviewees and participants after this explanation. Additionally, respondents were informed that they had the right to withdraw their consent at any point during the research and could choose not to answer any questions that made them uncomfortable.

3.15 Summary

This chapter prescribed the research methodology and design that was used to analyse the relevance of journalism training in producing talent for converged newsrooms in Uganda. The study adopted a mixed methods approach and used the narrative research design to explore the emergent ways in which the curricula approved by the National Council for Higher Education are translated and taught to learners by the journalism training schools and the outcome that ended up with the media houses. The study was conducted in Kampala, in two newsrooms of the Vision Group and the Nation Media Group, and in two journalism schools of Makerere University and Uganda Christian University. Participants were drawn from a pool of recent entrants into the media houses and the official staff rosters of the two journalism schools. The databases might not be accurate due to attrition. Thus, the researcher interviewed officials from the industry and the academy, who were available and participated as per the prescribed guidelines above.

This research adopted a mixed methods approach, employing directed document analysis, semi-structured interviews, and survey questionnaires as data collection methods. The resulting data was subjected to thematic analysis, enabling a comprehensive identification, analysis, and reporting of themes within the data before presenting the final narrative.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This study aimed to establish the relevance of journalism training schools in producing talent for converged newsrooms in Uganda. The researcher analysed the curricula of the journalism schools at Uganda Christian University and Makerere University and the newsrooms of the Vision Group and the Nation Media Group. The chapter presents the findings, analysis, and interpretations from document analysis of the two curricula, a questionnaire completed by recent graduates working as full-time staff or freelancers in the newsrooms of the Vision Group and the Nation Media Group, and semi-structured interviews with media managers at the Vision Group and the Nation Media Group.

4.2 Presentation, Analysis, and Interpretation

The analysis and interpretation of the examined data aligned with the study objectives outlined in Chapter Three of this dissertation. Within Chapter Three, the researcher clarified the adoption of a mixed methods research design for the study. However, each objective retained its unique significance, which was expounded on individually. The initial objective delved into scrutinising the curricula of journalism training schools and their impact on the products assimilating into the respective newsrooms. The second objective extended this inquiry, focusing on recent graduates and evaluating their journalistic proficiency upon joining the newsroom, tracking their progress within a few years (not exceeding three) and identifying the factors influencing their

development. The third objective explored industry practitioners' perspectives on the quality of journalists emerging from journalism schools. To address this, semi-structured interviews were conducted with four top-tier managers at the Vision Group and Nation Media Group, featuring two managers from each media group. The resultant themes from these interviews contributed insights, validated questionnaire outcomes, and proposed remedies for gaps within the curriculum and the practical aspects of learner education. Thus, the analysis and interpretation of the data followed a structured sequence aligned with each specific objective.

4.2.1 Response Rate and Demographic Results

The study achieved a response rate of 74.07% of the targeted individuals—20 out of 27 participants—completing the distributed questionnaire. This accomplishment resulted from systematic follow-up reminder emails and phone calls, directed to the four editors overseeing the distribution process of the links containing the questionnaire. Subsequently, the analytical phase also centred on the acquired responses, with a specific focus on reviewing the two curricula from Makerere University and Uganda Christian University. This targeted analysis precisely met the predetermined requirement of assessing these two curricula. Concurrently, the examination of key informant demographics revealed a diverse composition, incorporating four senior managers, three senior reporters, and two academics.

4.2.2 Findings

4.2.2.1 Journalism Curricula and Role of Training Schools

The researcher contacted the two higher learning institutions mentioned in Chapter 3 of this dissertation to obtain copies of their curricula. Uganda Christian University provided a summarized version, detailing modules, unit weights, hours per unit, and the duration of courses. However, it lacked brief explanations of course units. For Makerere University, a formal refusal to share the curriculum was received, but a comprehensive document on the Journalism and Communication page of the main website was found. This page included all course names, brief notes, weights, hours, unit status, offering details, and track categorization (multimedia, print, broadcast, or public relations).

As per the documents, Makerere University, offering a four-year Bachelor of Journalism and Communication program, met 14 out of 16 criteria in the document analysis guide for multimedia integration, practical skills, specialization, convergence focus, adaptability to converged newsrooms, industry-relevant content, research and analysis, and continuous improvement. The unaddressed areas were the curriculum explicitly stating a mechanism for collecting feedback from students and industry professionals. While not explicitly stated, institutions like Uganda Christian University also fulfilled all other criteria, with subtle reference to industry-relevant content in the media, gender, and social justice course unit.

4.2.2.2 Journalism Education, Innovations in the Media and Converged Newsrooms

A questionnaire was deployed using the 'Forms' feature on 'Google Docs' to attain responses for this specific study objective. The researcher requested the news editors at New Vision and Bukedde (Vision Group) and Daily Monitor and NTV Uganda (Nation Media Group) to circulate the link exclusively among individuals in their newsrooms who

graduated between 2018 and 2023, irrespective of their alma mater, provided they pursued a journalism and mass communication-related program. Editors were urged to exercise caution during distribution and maintain a record of recipients for follow-up on completion adherence. Of the 27 individuals who received the link, 20 completed the questionnaire, yielding a completion rate of 74.07%. To achieve this response rate, reminder emails and phone calls were directed to all four editors overseeing the distribution. The ensuing analysis focused on these obtained results.

The respondents in the questionnaire encompassed graduates from various universities, as detailed in the table below.

Table 1: University/College attended

University/College Attended (List Name Only)		
	Frequency	Valid Percent
Islamic University in Uganda		
London Media Academy - Orange School of Media		
Makerere university	1	5.0
Muteesa I Royal University	1	5.0
Ndejje University	1	5.0
Ndejje University	1	5.0
Rhodes University, South Africa	1	5.0
Uganda Christian University	9	45.0
UGANDA CHRISTIAN UNIVERSITY	1	5.0
Uganda Christian University Mukono	2	10.0
UMCAT School of Journalism & Mass Communication		100.0
Total	20	

Uganda Christian University had 11 of the 20 respondents, representing 55% of the total respondents.

The most dominant amount of time spent by recent graduates in school was 3 years, representing 70% of all the time spent at the university. The university programme in Uganda for the award of a bachelor's degree is at least 3 years with Makerere University offering the programme for 4 years. However, there were a few diploma holders who did the programme for 2 years, and there were also respondents who stated one year and two who stated other.

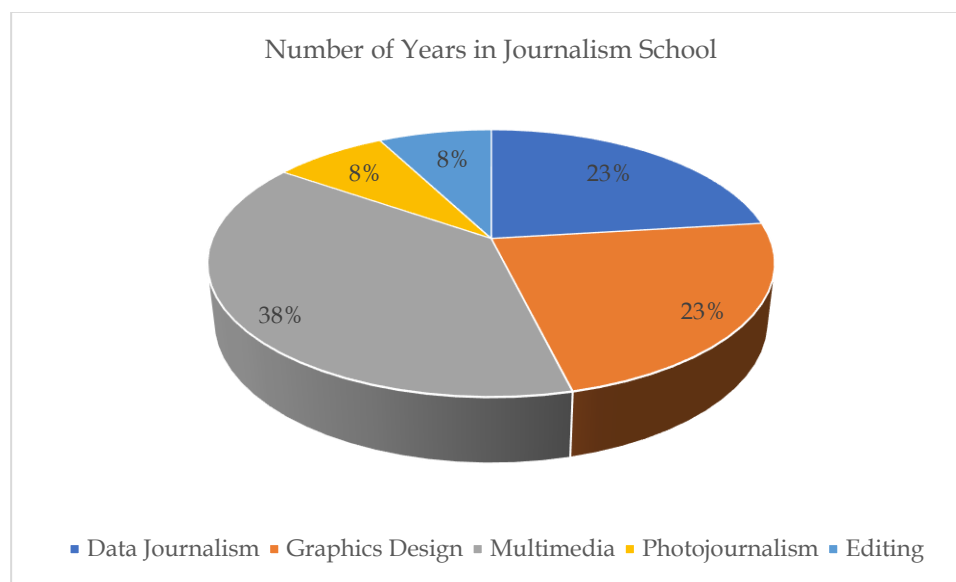


Figure 2: Number of years spent in journalism school

4.2.4 Years of stay in journalism school and relation with majors at the year of specialisation

Of the 20 respondents, 14 undertook a programme that offered a single major in the year of specialisation, 5 undertook one with a double major, and 1 undertook a study with no specialisation. The implication of this is that scholars who undertook studies with multiple majors during the years of specialisation tended to have more options at the point

of exiting from the institutions of higher learning with a greater chance of having done more work on multimedia production devices.

Table 2 Number of years in journalism school

**Number of Years in Journalism School * Did you pursue a single major or double major?
Crosstabulation**

Count

		Did you pursue a single major or a double major?			Total
		Single Major	Double Major	Other	
Number of Years in Journalism School	One Year	1	0	0	1
	Two Years	0	1	1	2
	Three Years	10	4	0	14
	Four Years	2	0	0	2
	Other	1	0	0	1
Total		14	5	1	20

Platforms used

On the question of platforms used for the production of content, 7 respondents or 35% of the total respondents, indicated that they produced content for multiple platforms, and 50% collectively indicated that they produced content for only one platform, that is 10% produced only for print, 25% produced only for broadcast and 15% indicated that they produced only for digital platforms. This could indicate that the recent graduates are either being underutilised through producing for only single platforms or they do not yet have the skills and the drive to produce for multiple platforms with the one producing for multiple platforms being under the direct supervision of people who actively guide the learners on what they expect of them when they go out to the field. However, it is interesting that 15% of the respondents indicated that they produced content at least for more than 1 platform, but less than 3 platforms. This is a positive indicator that the learners are quickly adopting to producing content for more platforms and, with the right guidance, could increase their scope as the training schools indicated that they offer the basic skills

with the expectation that the learners would then hone these skills for themselves over time.

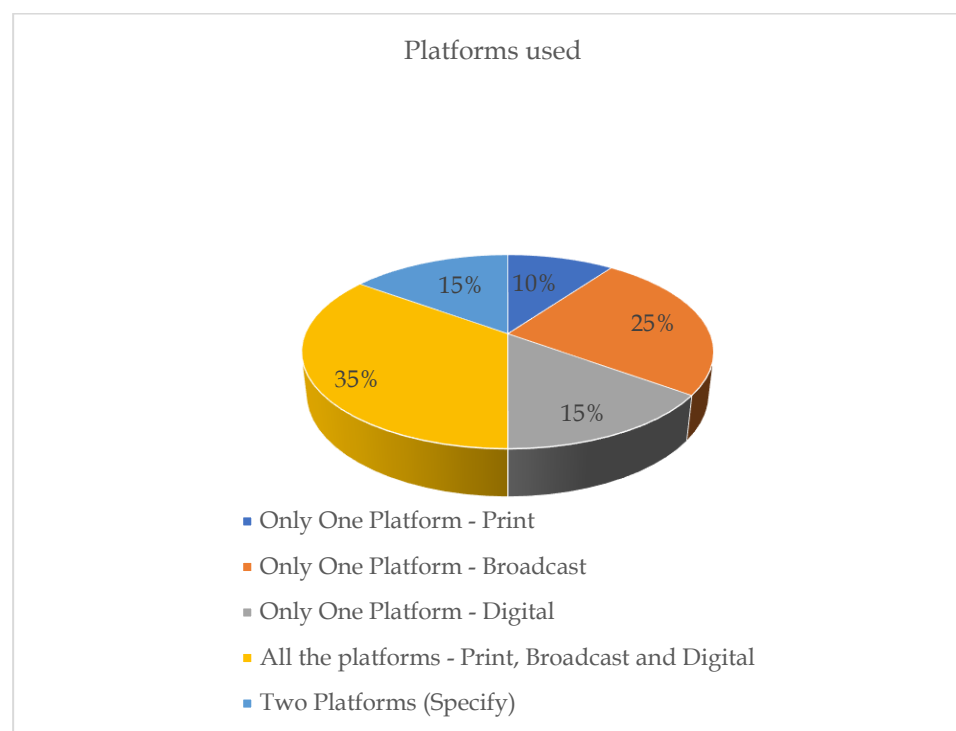


Figure 3: Platforms Used

Skills to deliver for multiplatform

Of all the respondents to this question, 17 or 85% indicated that they had been offered training in their journalism schools that enabled them to produce content for multiple platforms. Three or 15% of the respondents indicated that they had not been trained to produce content for multiple platforms.

Table 3: If the skills were taught in school

Were the skills to deliver news for multiple platforms (Print, Broadcast, and Digital) part of the curriculum taught in your journalism school?

	Frequency	Per cent	Valid Percent	Cumulative Percent
Yes	17	85.0	85.0	85.0
No	3	15.0	15.0	100.0
Total	20	100.0	100.0	

Table 4: If these skills were taught in journalism school

If your answer was 'Yes' to the previous question, please state to what extent you agree or disagree that your journalism school effectively equipped you with the skills you have of multimedia production on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

	Frequency	Valid Percent
Selected No Above	2	10.0
Strongly Disagree	1	5.0
Disagree	6	30.0
Neutral	6	30.0
Strongly Agree	5	25.0
Total	20	100.0

Of the 20 respondents to this question, 2 indicated that they selected No. One of them strongly disagreed, 6 disagreed with the statement, while an additional 6 remained neutral. The remaining 6 strongly agreed that their journalism schools equipped them with the requisite skills to produce content for converged newsrooms effectively. It can be seen from the analysis here that the journalism schools did their part in training these learners. However, they only schemed through the surface and then left the learners to their devices, it is these that some learners with the guidance of the newsrooms then crafted through offering opportunities for these learners to explore for further clean up and thus this table above.

One skill that ought to have been taught more

From the table below, the recent graduates were asked what they considered to be the most important skill that ought to have been taught to them while in journalism school but was not. The responses were grouped into themes based on their responses, including data journalism, graphics design, multimedia skills, photojournalism, editing and other skills. Seven of the respondents, who made up 35% of the sampled lot that completed the questionnaires, indicated they would rather have been taught things such as communication skills that had initially not been taught in school. They did not elaborate beyond this,

another respondent said they had learnt diplomatic relations, and the need to be cautious with the signals they gave off especially as far as dress code was concerned, another respondent said they had learnt to interact with people from different cultures. At the same time, another stated that they had been taught how to pitch and write for international media, writing for humanitarian purposes and writing for blogs.

Other respondents indicated that they had learnt how to think critically, and appreciated the emphasis on house styles, media management, tolerance for divergent views, public speaking, and adaptability to the ever-changing media landscape. Five respondents representing 25% of all respondents stated that they had learnt multimedia skills, while 3 or 15% of the respondents each for data journalism and graphics design stated that they had hoped that these skills had been taught more in their journalism schools. Photojournalism and editing had only one respondent each, as shown in the table below.

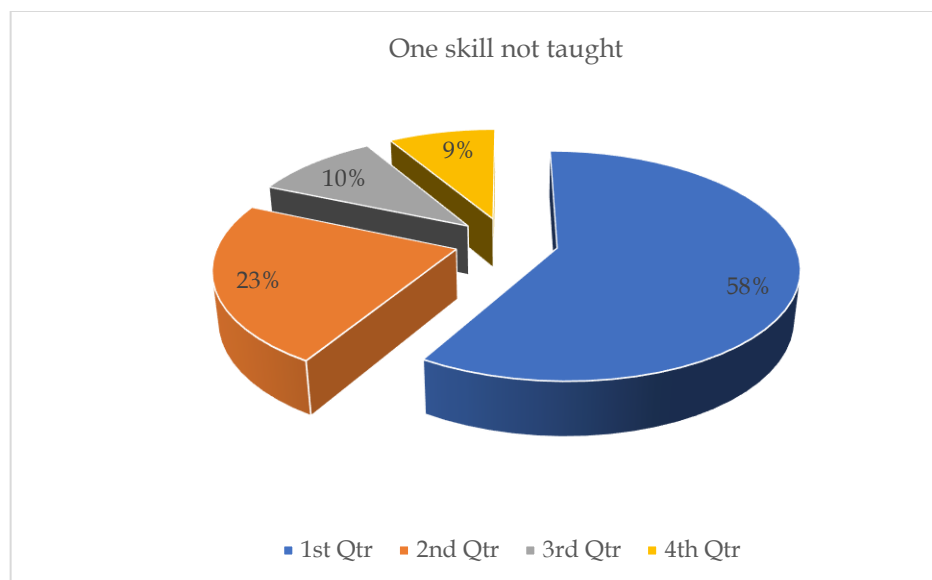


Figure 4: One important skill that wasn't taught

Table 5: Additional skills or knowledge not learned in Journalism school

Additional skills or knowledge not learned in Journalism school

	Frequency	Valid Percent
Data Journalism	3	15.0
Graphics Design	3	15.0
Multimedia	5	25.0
Photojournalism	1	5.0
Editing	1	5.0
Other	7	35.0
Total	20	100.0

Regarding additional skills or knowledge in the newsrooms they did not learn from journalism schools, the respondents gave various views that were themed to include reporting, the use of multimedia equipment, communications skills, graphics design, media management and others. Of these, four respondents stated that they had learnt to use multimedia equipment while in the newsroom, this represented 20% of all the responses, 6 respondents, who accounted for 30% of all respondents, indicated that they had learnt to report, while 3 respondents or 15% of the respondents indicated that they had learnt graphic design while at the newsroom. Communications skills and media management each had

one respondent each saying they had learnt these skills while in the newsrooms as shown in the table below.

Table 6: Additional skills or knowledge acquired

Have you acquired additional skills or knowledge in the newsroom that you did not learn in journalism school? If yes, please specify.

	Frequency	Valid Percent
No		
Reporting	2	10.0
Multimedia equipment	6	30.0
operations	4	20.0
Communication Skills	1	5.0
Graphics Design	3	15.0
Media Management	1	5.0
Other	3	15.0
Total	20	100.0

Learning on the job

On the question about learning on the job, 50% or 10 of the respondents indicated that they agreed that they had learnt all their present journalist skills on the job, 15% or 3 of the respondents strongly agreed that they had learnt on the job, while 5 respondents or 25% of all those who responded indicated that they were neutral or indifferent to the question. Only 2 or 10% of the respondents disagreed with the statement.

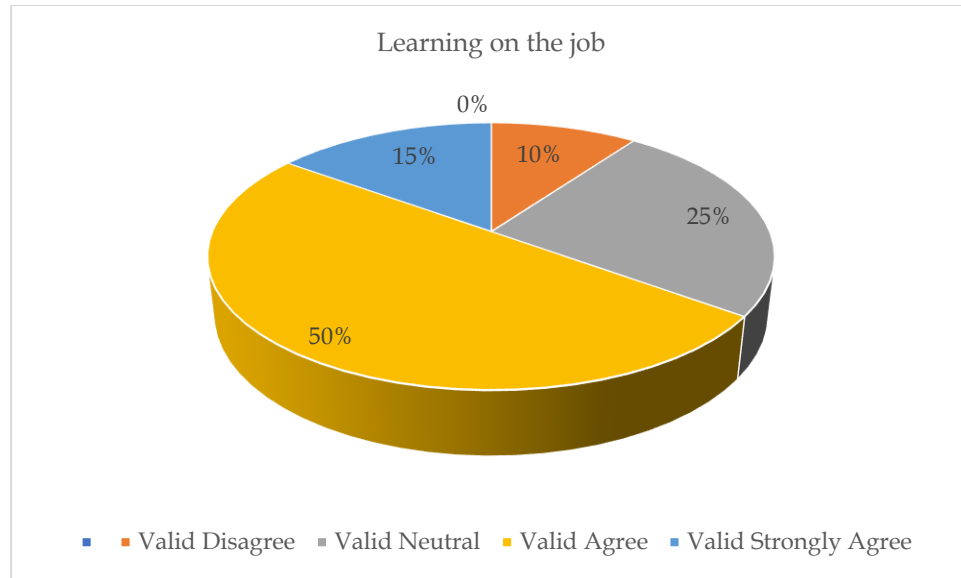


Figure 5: Learning on the job

Skills enhancement

On the question of the enhancement of skills to operate in a converged newsroom having happened while at the job, 12 or 60% of the respondents indicated that they agreed with the statement as a fact, 5 or 25% of the respondents strongly agreed with this statement while 1 or 5% remained neutral. However, one respondent disagreed with the statement, while another strongly disagreed.

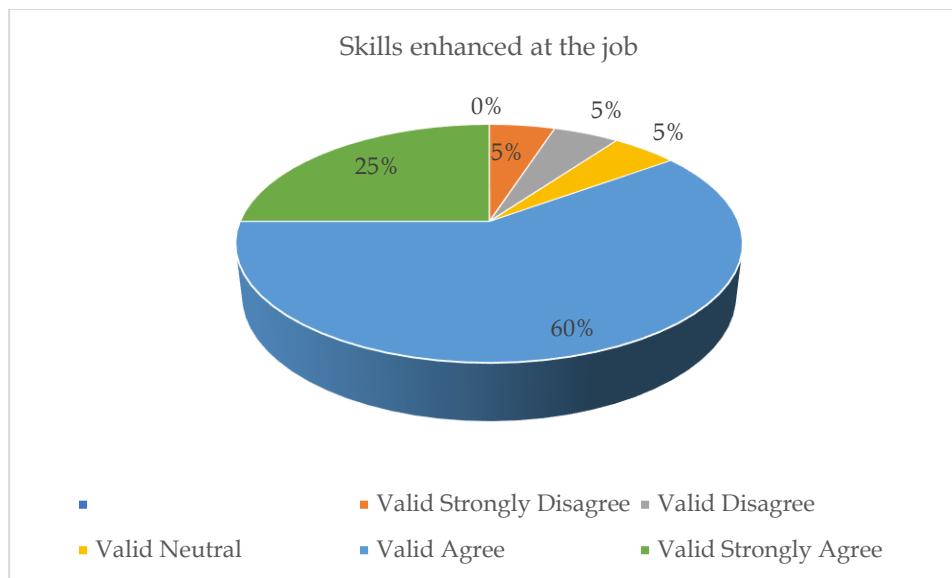


Figure 6: Skills Enhancement

Journalism schools emphasise multimedia integration.

Of the respondents who returned the complete questionnaires, 7 or 35% strongly agreed that their journalism schools emphasised the integration of news reporting and production, 4 or 20% agreed, while 4 or 20% stayed neutral. However, 1 strongly disagreed, while another 4 or 20% disagreed with the statement, as is shown in the figure below.

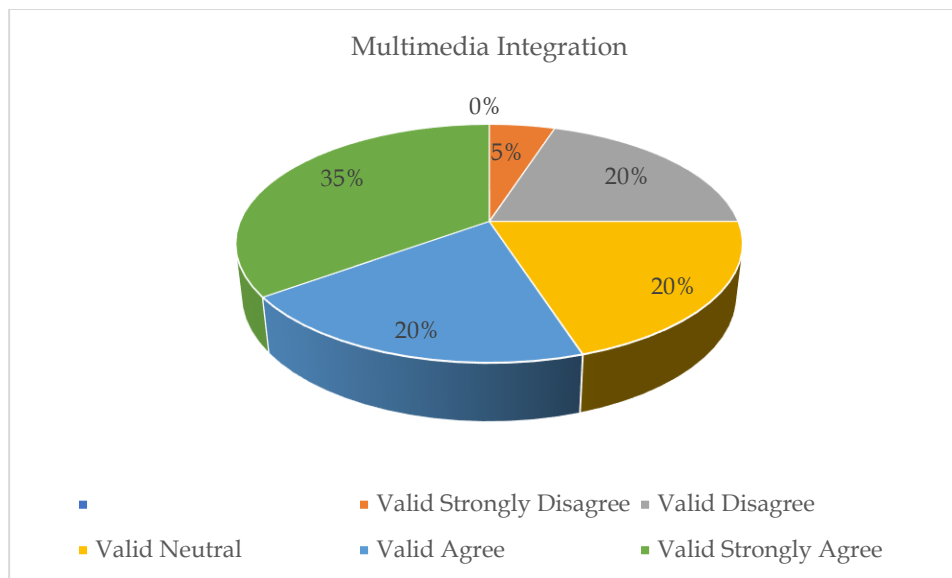


Figure 7: Multimedia Integration

Integration of print, broadcast and digital skills

On the question of the deliberate integration of print, broadcast and digital journalism skills, 6 or 30% of the respondents indicated that their journalism schools promoted the integration of these skills, and 5 or 25% strongly agreed with the same statement. However, an equal number also disagreed with the same. Three remained neutral, while 1 or 5% strongly disagreed with the same statement.

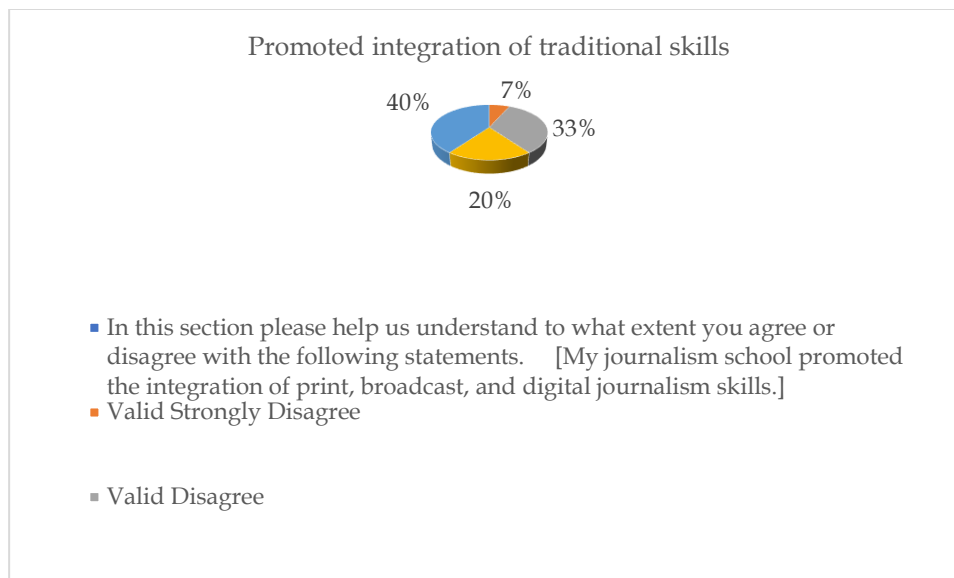


Figure 8: promoted integration of traditional skills

Latest trends and technologies

On the question of the journalism school having introduced the latest trends and technologies in journalism training, 7 or 35% of the respondents disagreed, 1 or 5% strongly disagreed, 5 remained neutral, while 4 or 20% agreed, and 3 or 15% strongly agreed with the statement as shown below.

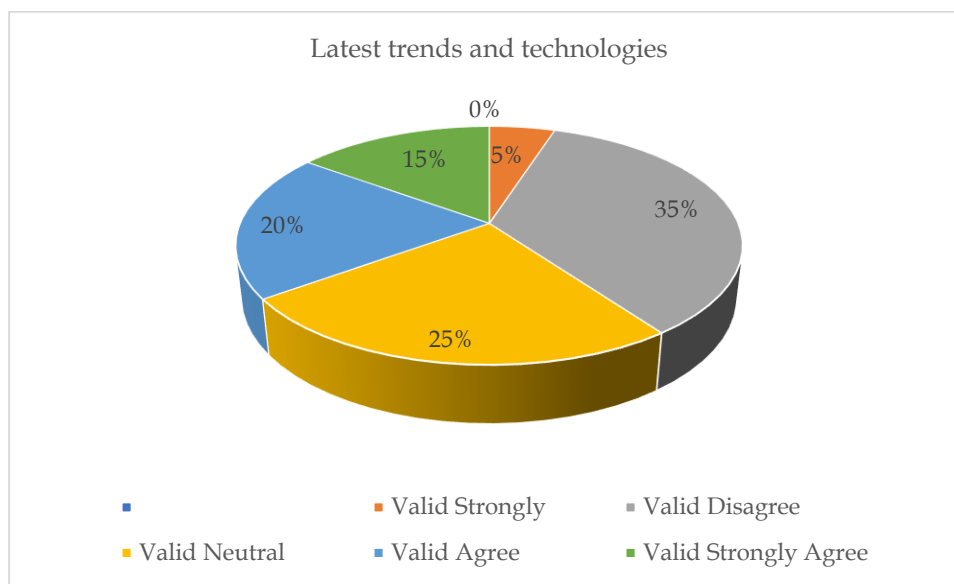


Figure 9: Latest trends and technologies

Continuous on-the-job training

Of the respondents who received this question, 13 or 65% disagreed with the statement that their employers offered continuous on-the-job training opportunities, 6 or 30% strongly agreed, while 1 or 5% strongly disagreed.

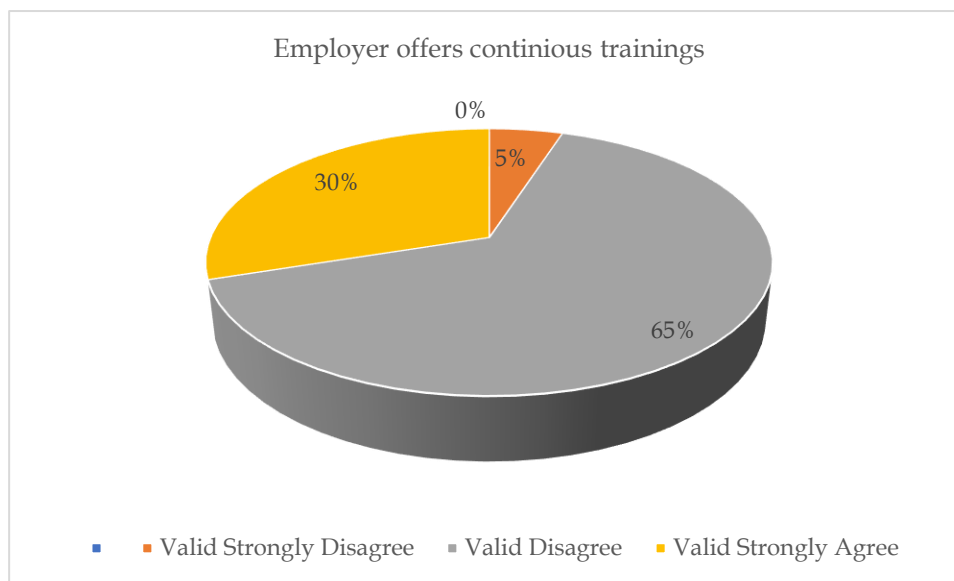


Figure 10: Employer offers continuous training

Came to newsroom well equipped

With this question, 1 or 5% of the respondents indicated that by the time they arrived at the newsroom, they strongly disagreed with the statement, 5 or 25 respondents disagreed with the same statement, 5 or 25% remained neutral, while 7 or 35% agreed with the statement with a further 2 or 10% of the respondents strongly agreed with the statement.

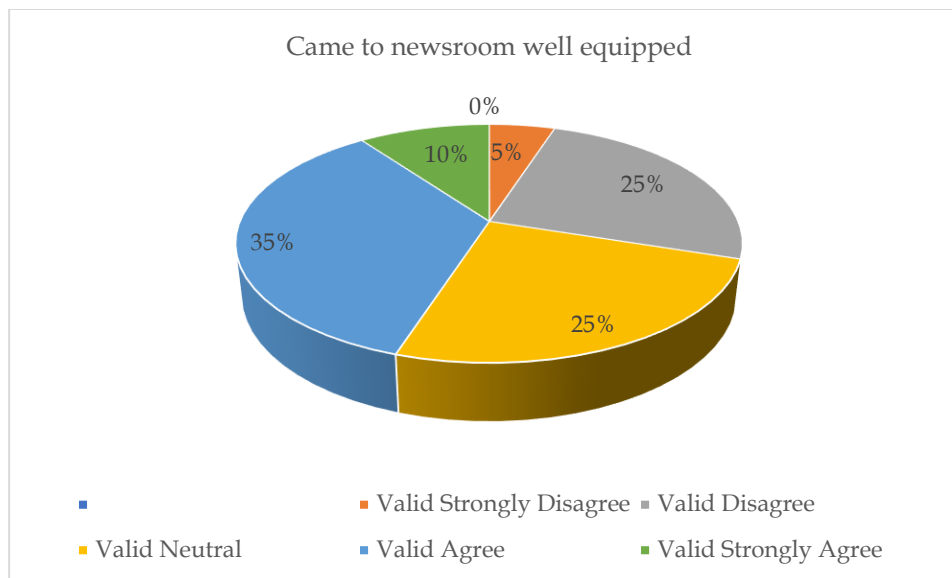


Figure 11: Came to newsroom well-equipped

The survey had a question that let people share things they think are important, but I did not ask. What people said helped me understand everything better. One person said the program helped them get a job, and another suggested changing the program to have more practical lessons and less theory. They said no one cared about the theory classes they took. Another person mentioned the need for new technology if they are going to teach new media. They felt universities should focus on giving skills instead of worrying about grades because skills matter more in jobs.

People also said journalism makes you good at different things and lets you fit into different places. They said the university is only a small part of learning, maybe 20%, and you get better by doing more interviews and writing more stories. They talked about how basic news writing skills and knowing what is important in the news helped them switch from daily to weekly news. They want universities to work more with the industry, saying that what you learn in class is just basics, and the real world is different.

One person shared that the program improved communication skills and taught them about the digital revolution. They said it helped them adjust to the changing world and learn production skills, which they now use in their job. Others mentioned learning about media laws and editing in school, which helps them in their newsroom roles. Some said they did not plan to become a journalist but liked it after attending journalism school. They credited the program with giving them the skills to work in journalism and making their dream come true. People agree that while theory classes give you an idea, most of what you learn in the field comes from personal learning and the help of others. They believe that theory and practice are both important for success.

4.2.2.3 Industry Perceptions of Quality of Talent from Journalism Schools

Respondent 1

Respondent 1 highlighted the dual challenge faced by recent journalism graduates in the realm of multimedia journalism. While these individuals demonstrated proficiency in utilising technological gadgets to produce intriguing content, they struggled to transform these compelling elements into cohesive journalistic narratives. The respondent emphasized that although extensive training initiatives were implemented in newsrooms, encompassing both new entrants and seasoned journalists, the predominant focus tended to be honing the old guard's skills in leveraging multimedia content rather than bridging the gap in technological understanding.

Furthermore, the respondent shed light on the transitional phase of journalism schools, elucidating that academic institutions still grappled with a predominantly traditional training paradigm despite claims of embracing multimedia approaches. The limitations were exacerbated by the financial constraints associated with procuring

expensive multimedia equipment, essential for beginners to familiarize themselves with contemporary journalistic practices. Consequently, the respondent pointed out the existence of technological gaps and outdated tools, underscoring the financial hurdles faced by individual journalists who, in some cases, ended up owning essential equipment sold to them by media houses at favourable terms. The respondent acknowledged the potential of recent graduates to propel advancements in the field, recognizing their adeptness with technology. However, a crucial disparity emerged as these graduates may have lacked the nuanced ability to communicate effectively through journalism. The respondent underscored the symbiotic relationship required between technological proficiency and communicative prowess for the sustained evolution of the journalism industry.

Respondent 2

Respondent 2 reflected on the recruitment challenges post-COVID, noting the industry's shift toward convergence. They highlighted the impact of technology on journalism, stating, "Before 2020, about 2018 to 2019, we had started moving to convergence, but we were very cautious." The respondent discussed the acceleration of plans in 2020 due to the pandemic, emphasising the need for continuous training as the media landscape evolves.

Expressing concerns about the journalism education system, the respondent pointed out, "How many of the journalism schools have competition, and with convergence, you cannot say you don't have equipment for radio and the printing press, but with the online platform, this should be in place." They emphasized the importance of practical journalism skills, stating, "The gaps are in the practical journalism skills. The

students are well-versed in the theories, but what makes a news story, how do you identify an appropriate source, the whole essence of journalism, how do you deal with the official line, presentation of stories, etc. The journalists should be able to do so much more, be in the field, collect the information, send a breaking story, etc."

Respondent 3

Respondent 3 delved into the changing dynamics of media consumption, highlighting the preference of young people to develop their channels independently. They noted, "Today, young people prefer to be alone to develop their channels. The passionate ones about digital journalism are doing their things." The respondent discussed the challenges of instructors' outdated skills, stating, "The instructors in the journalism schools, those instructing the master's level, for instance, did not practice digital journalism; their skills are out of date." They emphasized the need for deliberate interactions between academia and industry, suggesting, "The academy and the industry must have deliberate interactions for a favourable outcome that favours all." The respondent advocated for practical exposure for students through interactions with industry professionals, saying, "There must be a way of working together, the institutions need to create room for practical journalists to share with the students what is expected in the real or practical world."

Respondent 4

When considering the skills required for journalism, the Fourth Respondent emphasised the multifaceted nature of these skills, ranging from writing for radio, audio recording and TV production, to adapting across different media platforms. While fresh

graduates may not possess all these skills immediately, there's a recognition that they are generally prepared to adapt to a multimedia setting. The speaker notes a shift from previous generations, highlighting that today's graduates are exposed to multiple platforms simultaneously, allowing for faster skill acquisition.

The Respondent addressed a common misunderstanding that communication skills alone were sufficient. They argued that graduates often lack depth and maturity in specific subject areas from a richer and more varied curriculum. The need for grounding journalists in other academic fields was emphasised, using examples such as health, banking, and politics. The Respondent advocated for a more comprehensive education to produce journalists with expertise beyond communication skills.

Concerns about the university curriculum were raised, suggesting a potential limitation in preparing journalists. The removal of specialisations such as print, radio, and television was mentioned, along with the observation that recent graduates were weaker due to perceived shortcomings in university education. The Respondent suggested that changes in the curriculum might be contributing to this perceived gap in skills.

The discussion turned to the challenges newsrooms face in adapting to a multimedia environment. The Respondent noted that not everyone could be expected to be multi-skilled across all platforms and highlighted the ongoing learning curve for newsrooms transitioning from single to multimedia units. Structural challenges within newsrooms were identified, such as conflicts in reporting lines for journalists serving multiple platforms. The inadequacy of training budgets in media houses was discussed, with a reliance on external opportunities like fellowships for training. The Respondent noted a decline in internal training programmes within media organisations.

The Respondent touched on the perceived skills of recent graduates, indicating that while they may possess some skills, there's a perception of weakness compared to previous generations. The focus on a more generalised education in recent curricula was mentioned, with a call for post-university training centres or supervised internships to bridge the gap between theoretical knowledge and practical skills.

In summary, the Respondent underscored the importance of comprehensive education, emphasising the need for depth in subject areas beyond communication skills so that recent graduates grasp subjects in the social sciences, especially those other than communications. The challenges faced by newsrooms in adapting to multimedia environments and the potential gaps in recent graduates' skills were acknowledged, with suggestions for improvements in curriculum and internship programmes.

Respondent 5

The Uganda Christian University's School of Media and Communication acknowledged that while some graduates faced challenging journalistic circumstances, they were all equipped to enter the professional newsroom environment. Interestingly, these capabilities were not solely derived from classroom instruction. Rather, students often left the university with essential skills acquired outside the traditional settings, such as through involvement in platforms like the university's online newspaper and TV channel. However, it's noted that not all students took advantage of these opportunities, with variations observed in the skills acquired among graduates.

The university adopted intentional strategies to enhance the convergence of academic knowledge and industry requirements. They prioritised hiring lecturers with active industry roles and ensured practical relevance in teaching. The engagement with

industry professionals extended beyond the faculty, involving regular interactions, conferences, and partnerships with organisations such as the Media Challenge Initiative. This collaboration imparts skills and creates a platform for students to compete and demonstrate their multimedia skills.

The curriculum itself was designed to cover a spectrum of communication aspects, spanning print media, online publication, TV, and radio. The aim was to prepare graduates comprehensively for the demands of converged newsrooms. Additionally, efforts were made to align the curriculum with the industry's continuous needs through reviews involving industry professionals.

The university's commitment to providing modern equipment, supported by external funds, ensured that students were exposed to up-to-date tools. However, the degree to which students benefitted from this equipment depended on their initiatives. Some students actively sought additional skills beyond what was offered in the classroom, while others did not fully capitalise on these opportunities.

Challenges persisted, including the high workload on teachers, limiting the individual attention given to students. Gaps emerged due to this constraint, with some students unable to grasp the skills taught in class. However, the university encouraged students to take ownership of their learning, with parents and guardians also playing a role in advising students on acquiring skills independently.

Perceptions among students vary, with some expressing a focused interest in specific roles, such as public relations officers, without recognising the value of broader skill sets. Additionally, some students noted lack of passion and initiative posed challenges in their readiness for diverse roles within newsrooms.

Regarding the effectiveness of the curriculum, it was acknowledged that having a well-structured curriculum alone didn't guarantee graduates could seamlessly transition into newsrooms. Some students might not fully appreciate the interconnectedness of different communication aspects and might encounter challenges in the professional environment. Despite variations in institutional capacity and resources, the school intentionally recruited experienced individuals with diverse communication backgrounds to ensure students received quality training. The school's autonomy in recruitment decisions allowed for flexibility in hiring industry-experienced part-time staff. Recognising the symbiotic relationship, the industry contributed to the academic process by providing a pool of skilled individuals and absorbing graduates into the workforce. The dual skills exchange between graduates and the industry helped both parties leverage each other's strengths.

The importance of auxiliary institutions in further training graduates was acknowledged. While these institutions might have specific expertise and resources, they are seen as complementary rather than competitive to university education. The need for continuous collaboration between academia and industry is emphasised to bridge the gaps and align educational offerings with current industry requirements. Acknowledging the historical challenges of mismatched technologies, efforts are underway to close the gap between academic training and industry needs. Initiatives such as memoranda of understanding were established to encourage industry professionals to contribute to student training, providing a practical bridge between academic knowledge and industry demands.

Respondent 6

Based on my experience, recent graduates often lack the crucial skills newsrooms require. Approximately 20% of them, in my estimation, possess the basic skills needed, such as crafting stories that answer fundamental journalistic questions (who, what, where, when, and how). Most struggle with basic interviewing, the inability to pitch a story, and a deficiency in recognising the appropriate sources. In my roles at the Nation Media Group and as an aggregator, the latter being a news agency serving over 100 stations, I observed differences in training structures. The aggregator had a dedicated training editor involved in meetings, story editing, shadowing reporters, and external training. Like a classroom setting, this approach proved effective in improving skills. However, the lack of a training editor at the larger NMG newsroom made it challenging to provide individualised mentoring and training due to resource constraints. The challenges persisted when graduates entered newsrooms. The expectation for multimedia convergence is high, demanding radio, television, and print skills. However, most graduates lack these skills, and the specialisation structure at universities contributes to this gap. The insufficient availability of equipment for practical learning exacerbates the problem.

Drawing from my experience as a media trainer, I note that mid-career journalists, when exposed to post-university training, display keenness and commitment to learning practical skills. This enthusiasm, however, appeared to be lacking among recent graduates. Identified gaps extended to university education. The journalism syllabus is criticised for being more theoretical than practical, requiring a revision to align with modern newsroom needs. Additionally, universities lack the necessary tools for hands-on training, such as modern cameras and recorders. In newsrooms, editors are stretched thin, wearing multiple hats, from editing stories to thinking like salespeople. This leaves them with limited time to mentor recent graduates, highlighting the absence of newsroom training editors. Limited

resources also hinder dedicated training programmes, forcing a reliance on external organisations for sporadic, non-customised training sessions. A final gap was observed in the graduates' attitudes towards traditional journalism. Many lack the patience, passion, and commitment required for in-depth reporting, preferring faster, less demanding approaches.

Addressing these gaps necessitates a comprehensive overhaul of journalism education, enhancing practical components, ensuring resource availability, and fostering a culture of commitment to traditional journalistic values among graduates.

“Returning to the issue of recent graduates, my observation is that they lack the enthusiasm to learn new skills essential for practising professional journalism. Professional journalism, as I emphasised earlier, is demanding. It requires cultivating sources, extensive reading, physical interaction with sources, and a willingness to invest personal funds in self-learning. However, recent graduates often shy away from these challenges. They prefer sourcing stories digitally, relying heavily on social media platforms for information. While not inherently wrong, this approach deviates from the traditional journalistic practice of thorough investigation, interviews, and research to provide valuable and detailed information to readers.” Noted this respondent.

The zeal, determination, and professionalism required for such in-depth reporting are noticeably absent among recent graduates in the respondent's experience as an editor. To address this gap, newsrooms have implemented strategies. One approach involves recommending recent graduates for available training opportunities. Editors identify reporters and send them for training sessions. Another method is making resources available, either in physical libraries or online. Some newsrooms, such as the New Vision and the Monitor, have established libraries to facilitate learning.

Additionally, Uganda Radio Network experimented with sessions where experienced news sources visited the newsroom to share insights. However, the

effectiveness of such initiatives varied. Loan programmes and training labs, such as the Media Lab for the National Media Group, have been employed to improve skills. However, the impact of these programmes on newsroom practices remains uncertain. Recent graduates, especially those from 2020-2022, exhibit improved skills in using multiple tools, possibly due to increased technological exposure. However, despite advancements in technical skills, they still face challenges. Many lean towards sensationalism, and showbiz journalism, and lack the grounding required for traditional journalism. This observation applies across different graduating classes, but those from 2020-2022 seem to fare slightly better in technical skills. Ultimately, journalism schools play a crucial role in shaping and equipping young journalists before they enter newsrooms. The current challenges arise from a disconnect between what is taught in journalism schools and the practical skills needed in modern newsrooms. This emphasises the need for journalism schools to revamp their syllabi, ensuring they impart skills that align with the demands of contemporary newsrooms. Moreover, journalism schools should be the primary source of training editors, who can then be outsourced to newsrooms to bridge the training gap. This collaborative approach aims to produce graduates who contribute meaningfully to newsrooms and are better prepared for the challenges of professional journalism.

On a scale of 1 to 10, with 10 being excellent, our journalism schools might score around 50%. This assessment is rooted in the observation that these institutions heavily emphasise theory over practical skills. The modern newsroom demands journalists who can handle a camera, manage recording equipment, conduct interviews, and produce stories across multiple platforms. Unfortunately, many recent graduates lack these essential practical skills, leading to a significant gap between what they learn in journalism schools and what they encounter in newsrooms. A specific example involves the expectation for

journalists to create stories for online platforms, radio, and television simultaneously. Each medium requires a distinct approach, and the inability of some graduates to adapt to these diverse demands is noticeable. While the class of 2020-2022 appears to be somewhat better equipped, there's still a considerable deficit in practical skills. 2020 brought two distinct groups: one forced to adapt rapidly to technology due to COVID-19 circumstances and another completing their studies. This division makes it challenging to generalise the capabilities of the entire cohort. However, graduates from this period seem to have a more basic understanding of multimedia tools, possibly due to the increased demand for such skills in newsrooms. The industry's shift towards multimedia reporting, especially during layoffs, has compelled journalists to enhance their skills or risk job loss. Journalism schools played a crucial role as the first point of interaction with the profession. However, there's a glaring gap between what is taught in schools and the practical skills required in newsrooms. The curriculum needs an overhaul, emphasising practical training and ensuring graduates are equipped to meet the demands of the evolving media landscape. Additionally, there's a need for a better understanding of the business side of journalism. The corporate culture adopted by media houses has changed the landscape, requiring journalists to think like businesspeople, a skill often overlooked in journalism schools.

A recommendation is to increase the practical component of the journalism syllabus, shifting towards a 70% practical and 30% theoretical balance. This adjustment aims to produce graduates who can immediately contribute to newsrooms without a steep learning curve. Furthermore, reestablishing the position of training editors in newsrooms or outsourcing training and mentorship to organisations such as the Africa Centre for Media Excellence (ACME) could help bridge the existing gaps. With its pool of former

journalists, ACME could offer mentorship and coaching programmes for recent graduates, enhancing their readiness for the dynamic field of journalism.

Respondent 7

This Respondent stated that the quality of journalism schools in general varied across different universities in the country. The effectiveness of these schools depended on factors such as the curriculum, faculty, and practical training provided. There was a lack of uniformity among journalism schools, with some performing well while others lagged. The training offered by these schools also depended on whether they were equipped with the necessary resources and tools. Some universities excelled at providing practical skills, while others focused more on theoretical aspects. The disparity in training quality is evident, and these variations influence the overall effectiveness of journalism schools.

Upon graduation, students often need on-the-job training to bridge the gap between theoretical knowledge and practical application. Many graduates may not have had sufficient internship opportunities during their academic tenure, leading to a need for additional support and guidance when entering the workforce. Media houses play a crucial role in shaping the skills of fresh graduates. Mentorship programmes and on-the-job training are vital for helping new journalists adapt to the demands of a converged newsroom, where professionals are expected to produce content for various platforms such as print, online, and broadcast. The advent of converged newsrooms, where journalists are expected to contribute across multiple platforms, poses challenges. This shift in focus towards quick-breaking news stories for online platforms may hinder the creation of in-depth and substantive content for traditional print and broadcast media. The pressure to sustain online platforms without corresponding revenue generation poses financial challenges for media houses.

There is a perceived challenge in terms of the equipment required for modern multimedia journalism, as not all students have access to smartphones or high-quality cameras. The cost of the necessary equipment could be a barrier to entry for aspiring journalists. The gap between journalism education and the industry is apparent, and schools

need to align their training with the evolving demands of the media landscape. The emphasis on breaking news for online platforms may be affecting the overall quality and depth of journalism, contributing to a decline in traditional media. In terms of perceptions of media industry professionals, opinions are varied. Some professionals believe that journalism schools produce graduates who lack practical skills and industry awareness. Others argue that the effectiveness of journalism schools depends on factors such as faculty, curriculum, and resources. There is a call for increased monitoring and evaluation to ensure that journalism schools meet industry standards and produce graduates equipped for the challenges of modern journalism.

Respondent 8

Recent graduates exhibit varying levels of skills, with some possessing basic knowledge of news writing, and a few showcasing additional capabilities like video editing and photography. Among eight interns, only one or two have advanced skills beyond the basics.

The extent of skills acquired often relies on the individual's background and proactive efforts to enhance their abilities. Some graduates are fortunate to have practical skills, while others might lack the necessary equipment for effective learning. Pairing these fresh graduates with experienced journalists can be beneficial, but the effectiveness largely hinges on the individual's origin or the initiative they take to acquire skills independently. A common issue identified is the inadequacy of equipment for teaching purposes. The curriculum tends to be theory-heavy, lacking emphasis on practical applications. Additionally, there's a trend where some students, more interested in communications, choose journalism for perceived financial benefits and travel opportunities.

Recognising the significance of curriculum in shaping professional values, it's crucial to balance theory, practical skills, and the historical context of journalism. A

valuable recommendation is to involve the media industry in reviewing and updating curricula to ensure they align with current industry demands and standards.

Respondent 9

From this Respondent's perspective, a significant number of recent graduates are purposefully equipped to competently engage with newsrooms. Over the past five years, numerous students instructed by this Respondent have ascended to media organisations to manage sections and programmes. This progression validates their acquired skills and capability to thrive in the professional realm post-graduation. The question of how we arrived at this conclusion was twofold.

Primarily, evidence stems from monitoring competitions, such as those organized by entities like Media Challenge Initial. These contests focused on broadcast content production and multimedia, consistently see our students achieving victory across diverse categories. This serves as another compelling illustration of their competence. Additionally, our regular field visits to Township areas, where we supervise students, provide encounters with former colleagues. The positive reviews from these encounters affirm our students' competence, highlighting their ability to compete effectively in a converged news environment. To achieve this, we employ several strategies. First, we prioritize state-of-the-art equipment, regularly updating our broadcasting tools since 2014 through funding from the Norwegian Government's Noor Head program. This ensures our students have hands-on experience with the latest technologies and software, enhancing their skills. Second, we deliberately maintain a staff composition where over half of our members straddle both academia and industry, offering students practical insights beyond theoretical lectures. Lastly, we actively engage practitioners as guest lecturers, ensuring a real-world perspective is integrated into the curriculum.

The evolving nature of the Internet age poses challenges to the adequacy of skills acquired during university education. Software and technologies continually evolve, demanding proactive efforts from students to stay current. While the university provides foundational knowledge and structure, the onus is on students to continually upgrade their

skills, understanding the dynamic nature of the media landscape. Concerns about the adequacy of education should also consider the passion and motivation of individual students. Some may enter journalism without enthusiasm, impacting their commitment to acquiring and applying skills effectively. To address this, institutions should consider refining their recruitment processes to ensure students genuinely interested in journalism are admitted. A crucial challenge lies in the divergence between university education and vocational training institutions. While universities aim to provide both theoretical understanding and practical skills, vocational institutions often focus solely on skill acquisition. Striking a balance between theory and skills within a limited timeframe is a perpetual challenge for university programs.

Private institutions, particularly those lacking experienced staff and adequate equipment, face difficulties in producing graduates who can competently navigate a converged newsroom. There's a need for regulatory bodies, like the National Council for Education, to play a more active role in ensuring institutions meet essential requirements for offering journalism programs. The role of professional bodies in journalism is emphasised, highlighting the need for a strong and functional professional board akin to those in other professions like law and engineering. This board could collaborate with regulatory bodies and industry experts to ensure that journalism education aligns with industry needs and standards, enhancing the overall quality of journalism graduates.

4.3 Summary of Key Findings

1. The analysis of journalism training schools' curricula revealed a misalignment with the demands of converged newsrooms in Uganda.

2. Despite the theoretical focus of current curricula in Uganda's journalism schools, recent graduates displayed proficiency in technology and multimedia tools. However, the challenge lies in transforming this proficiency into practical journalistic pieces.
3. Media industry professionals perceive journalism schools in Uganda as still grappling with a transition to multimedia and converged approaches.

4.4 Summary

This chapter provided the findings on the relevance of journalism training schools in producing talent for converged newsrooms in Uganda, pointing to the fact that a largely technological divide exists between the industry and the academy. While the industry has changed in terms of the technology used, the academy is still relying on outdated equipment, donated equipment that inadequately addresses the number ratios between learners and equipment and the pseudo use of the term convergence while still maintaining the instruction materials designed to meet the needs of traditional tracks. The study also noted that journalism has changed in form and structure, with more especially young people operating outside the confines of what is traditionally termed journalism while using their learnt abilities to grow new audience streams on services such as YouTube and Twitter, to mention a few. The findings in this chapter are based on a directed document analysis of two universities, a questionnaire on the gaps between practice and training and interviews. The findings were presented in the form of pie charts and tables with descriptions and explanations. In this chapter, the researcher also summarised key findings about the three research objectives.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of key findings on the relevance of journalism training schools in producing talent for converged newsrooms in Uganda. It also presents findings that discuss what the academy and the industry could do to mitigate the challenges occasioned by the mismatch between the priorities of the industry and those of the academy and what could be done to address these challenges, including the move by trained journalists to independent platforms that also serve the journalistic needs of audiences, but do not traditionally fall in the realm of traditional journalism. These discussions are presented in the grounding of the interdisciplinary theory.

5.2 Discussions of Key Findings

5.2.1 *Journalism Curricula and Role of Training Schools*

In the first objective, the researcher sought to determine the relevance of the curricula of Makerere University and Uganda Christian University in producing talent for converged newsrooms in Uganda.

The analysis of the two journalism training schools' curricula in Uganda revealed an attempt by the journalism training schools at Makerere University and Uganda Christian University to align with the demands of converged newsrooms in Uganda. However, this alignment is akin to applying a band-aid to a wound without real attempts to treat the wound, as this will offer temporal relief but will not hinder the wound from becoming

gangrene. According to Nkoala and Matsilele (2023), despite using more student-centred approaches in South Africa, which could foster greater engagement and participation, there was still unequal access to digital tools and participation in online learning. Similarly, a study conducted in Zimbabwe and South Africa by Chibuwe and Munoriyarwa (2023) indicated that the COVID-19 pandemic disrupted traditional notions of media studies teaching and learning. The study also interrogated emerging methods and challenges associated with teaching and learning media studies during the pandemic-induced lockdowns, including taking studies online for courses that ought to have been taught in a practical nature. These findings align with the works of McManus and Papoutsaki (1991) and Picard (2010), who argue that traditional journalism education often lags behind industry shifts, hindering graduates' preparedness for contemporary news environments. The examination of journalism training schools' curricula, through the lens of Julie Thompson Klein's Interdisciplinary Theory, (Klein, 1990), reveals a significant gap in adapting to the dynamic nature of converged newsrooms. Klein (1990) emphasises the importance of embracing multiple perspectives and integrating diverse knowledge domains, suggesting that journalism curricula should be more responsive to the interdisciplinary nature of modern media environments. The findings underscore the need for a more holistic approach, incorporating insights from various disciplines to better prepare graduates for the complexity of contemporary journalism. The study found that these attempts are not yielding the required results as the learners are not spending enough time honing the skills required to deliver adequately in converged newsrooms.

5.2.2 *Journalism Education, Innovations in the Media and Converged Newsrooms*

In the second objective, the researcher sought to address the outcomes of the education offered by the journalism schools in producing talent for converged newsrooms, but through the products themselves. The researcher thus uploaded a questionnaire to the Forms service of Google Docs and shared the link with four editors at the Vision Group and Nation Media Group. Each media house had two editors, who work with recent graduates regularly. Despite the theoretical focus of the current journalism curricula in Uganda's journalism schools, recent graduates displayed proficiency in technology and multimedia tools. However, the challenge lies in transforming this proficiency into practical journalistic pieces, echoing concerns Deuze (2012) raised about the gap between technology competence and actual storytelling skills among journalism students. While technology was essential in modern journalism, it was not a substitute for strong storytelling skills. Finberg (2014) writes that journalism students need to focus on developing their storytelling abilities, which include critical and creative thinking, as well as the ability to engage audiences emotionally and convey information effectively, also, there is a real concern with some journalism students not being familiar with traditional storytelling techniques, as the emphasis has been on training with digital tools. This can lead to a lack of understanding of the fundamental principles of storytelling, which could negatively impact the ability of recent graduates to create engaging stories, Yellowbrick (2023). So, analysing recent graduates' skills acquisition within the current curricula, drawing from Klein's Interdisciplinary Theory (1990), a nuanced relationship between technology proficiency and storytelling skills is lacking. Klein's emphasis on fostering integrative skills across disciplines becomes pertinent. Journalism education must bridge

the gap between technological literacy and narrative competence, advocating for an interdisciplinary approach that weaves diverse skills to enhance graduates' adaptability in converged newsrooms.

5.2.3 Industry Perceptions of the Quality of Talent from Journalism Schools

Objective three sought to establish the perceptions of industry players on the quality of talent coming from journalism training schools. Media industry professionals perceive journalism schools in Uganda as still grappling with a transition to multimedia and converged approaches. This echoes the sentiments of Mindich (2005) who notes that the industry often doubts the preparedness of journalism graduates due to the slow integration of new media practices into curricula. In instances where this attempt has been made as is the case of Makerere and Uganda Christian University, the cost of media equipment for journalism schools has been noted as a hindrance to full convergence. While some universities, for instance, in the West, provide a variety of equipment for media, journalism, and cultural studies students, including professional cameras, editing booths, and dedicated newsrooms University of Sussex (2023), the cost of such equipment can still be a barrier for many institutions, especially in the Global South where Uganda falls. Additionally, the need for students to have access to professional video camera kits, audio equipment, and other resources can be costly, with some professional video camera kits alone costing \$3,500 or more, University of Massachusetts Amherst, (2023). Furthermore, the influence of the digital divide on journalism education, as highlighted in a study on emergency remote student-centred learning during the COVID-19 pandemic, emphasises the unequal access to digital technologies experienced by some students, which further exacerbated the cost barrier to full convergence (Nkoala & Matsilele, 2023). Therefore,

the cost of media equipment remains a significant challenge for journalism schools aiming to achieve full convergence in their educational programmes. This cannot be addressed through equipment purchase alone, but through closer collaboration with the industry, as it may have equipment it could donate to the academy. This will not be enough to address all the needs of learners, which will still bring us back to where we are currently. Viewed through the Interdisciplinary Theory (1990) lens, the media industry professionals' perceptions underscore the ongoing challenge of journalism schools in Uganda to navigate the interdisciplinary nature of the evolving media landscape. Klein's theory encourages collaboration between academia and industry, fostering interdisciplinary dialogue and knowledge exchange. The findings emphasise the necessity for journalism schools to engage with industry professionals, incorporate their insights into curriculum development, and embrace a more interdisciplinary mindset to address the complex demands of modern journalism.

5.3 Conclusion and Implications for Practice

These key findings underscore the imperative for journalism training schools in Uganda to reassess and adapt their curricula to better align with the evolving demands of converged newsrooms. Integrating practical experiences, fostering industry-academia collaboration, and ensuring a balance between technology proficiency and core journalistic skills emerge as essential considerations for future curriculum development. Incorporating Klein's Interdisciplinary Theory enriches the interpretation of findings, emphasising the need for a multidimensional and collaborative approach in journalism education to prepare graduates for the interdisciplinary nature of converged newsrooms.

5.4 Recommendations

Based on the identified gap in adapting to the dynamic nature of converged newsrooms, journalism training schools in Uganda should comprehensively reassess their curricula. This reassessment should extend beyond surface-level adjustments and embrace a transformative approach. Drawing inspiration from Nkoala and Matsilele (2023), who emphasise the importance of equitable access to digital tools, journalism schools should align with industry needs and address the digital divide to ensure inclusive education.

In response to concerns raised by Deuze (2004) and Finberg (2014) regarding the gap between technology proficiency and storytelling skills, journalism schools should emphasise developing students' narrative competencies in an era where digital storytelling skills are a requisite. This entails a shift in focus towards fostering critical and creative thinking, emotional engagement, and effective information conveyance. Additionally, Yellowbrick's (2023) emphasis on traditional storytelling techniques should be integrated into curricula to ensure a holistic understanding of storytelling principles.

Media industry professionals' perceptions underscore the ongoing challenge of journalism schools in navigating the interdisciplinary nature of the evolving media landscape. To address this, journalism schools should foster closer collaboration with industry professionals, including at the curricula review to ensure that the learners are better suited to fit into the environments where they will be absorbed to work in converged newsrooms. This involves actively seeking industry insights, involving professionals in curriculum development, and creating platforms for ongoing dialogue. The Interdisciplinary Theory (Klein, 1990) provides a theoretical foundation for this

collaborative approach, emphasising the need for knowledge exchange between academia and industry.

The findings underscore the necessity for a multidimensional and collaborative approach in journalism education. Integrating practical experiences, balancing technological proficiency with storytelling skills, and incorporating diverse perspectives align with the Interdisciplinary approach. Journalism training schools should prioritise this, fostering an environment where graduates are well-equipped to navigate the interdisciplinary nature of converged newsrooms.

5.5 Areas for Further Research

Conduct a detailed investigation into the accessibility of digital tools among journalism students in Uganda. This research can delve into the factors influencing students' access to technology, potential disparities based on socioeconomic factors, and strategies to bridge the digital divide. Examining the practical challenges students face in utilising digital tools can provide nuanced insights into the barriers hindering effective integration.

Explore the long-term impact of integrating digital storytelling skills into journalism curricula. Investigate how graduates who received enhanced training in narrative competencies fare in converged newsrooms compared to those with a traditional focus. Longitudinal studies can track the professional journeys of these graduates, assessing their adaptability, career progression, and contributions to contemporary journalism practices.

Evaluate different collaboration models between journalism schools and the media industry to understand their effectiveness in addressing the evolving demands of converged newsrooms. This research can analyse existing partnerships, identify successful practices, and assess the impact on graduates' preparedness. Exploring diverse collaboration models will provide valuable insights into optimising interactions between academia and industry for mutual benefit.

REFERENCES

- Adam, A. M. (2020). Sample size determination in survey research. *Journal of Scientific Research and Reports*, 90-97.
- Adam, G. S. (1988). *Thinking Journalism*. Ottawa: Carleton University.
- Allen, M. (2017). *The Sage Encyclopedia of Communication Research Methods*. Thousand Oaks: Sage Publications.
- Aldridge, R. (1992). J-schools could put themselves out of business. *Electronic Media*, 30(2), 31-42.
- American Society of Newspaper Editors. (1990). *Journalism education: Facing up to the challenge of change*. American Society of Newspaper Editors Committee on Education for Journalism. .
- Anderson, M. S. (2001). The complex relations between the academy and industry: Views from the literature. *The journal of higher education*, 72(2), 226-246.
- Association for Education in Journalism and Mass Communication Vision 2000 Task Force. (1994). *Association for Education in Journalism and Mass Communication Vision 2000 Task Force. (1994, August). Report No. 2: The viability of JMC units within universities*. Atlanta, Ga.: Association for Education in Journalism and Mass Communication Vision 2000 Task Force.
- Babbie, E. (2013). *The practice of social research*. Andover: Cengage Learning.
- Bardoel, J., & Deuze, M. (2001). Network Journalism: Converging Competences of Media Professionals and Media Organizations. *Journalism*, 2(3), 299-319.
- Baxter, L. A., & Babbie, E. (2004). *The Basics of Communication Research*. Boston, Massachusetts: Wadsworth.
- Beckett, C., & Mansell, R. (2008). Crossing boundaries: New media and networked journalism. *Communication, Culture & Critique* 1(1), 92–104.
- Berger, G., & Matras, C. (2007). *Criteria and Indicators for Quality Journalism Training Institutions & Identifying Potential Centres of Excellence in Journalism Training in Africa*. Paris : Unesco's Series on Journalism Education.
- Bertalanffy, L. V. (1968). *General system theory: Foundations, development, applications*. Manhattan, New York City: G. Braziller.
- Bhuiyan, S. I. (2010). Teaching media convergence and its challenges. . *Asia Pacific Media Educator* 1(20), 115–120.
- Blöbaum, B. (2014). *Trust and journalism in a digital environment*. Oxford: Oxford University.

- Boczkowski, P. J. (2010). *News at work: Imitation in an age of information abundance*. Chicago: University of Chicago Press.
- Boers, R., Ercan, E., Rinsdorf, L., & Vaagan, R. W. (2012). *From convergence to connectivism: Teaching journalism 2.0*.
- Bor, S. E. (2014). Challenges and opportunities for future curriculum design. *Journalism & Mass Communication Educator* 69:, 243–255.
- Bovee, W. G. (1999). *Discovering Journalism*. Westport, CT: Greenwood Press.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.
- Boyd-Barrett, O. (2000). Reuters' correspondents as agents of the 'national' and of the 'global'. In M. O. J. Tunstall (Ed.), *News agency journalists* (pp. 127–143). Oxford: Oxford University Press.
- Bryman, A. (2008). *Social research methods (3rd ed.)*. Oxford, NY: Oxford University Press.
- Bunce, M. (2010). This Place Used to be a White British Boys' Club': Reporting Dynamics and Cultural Clash at an International News Bureau in Nairobi. *The Round Table*, 99(410), 515-528.
- Businge, C. (2021, April 6). *Top Story*. Retrieved from New Vision: <https://www.newvision.co.ug/article/details/97149>
- Caldwell, J. T. (2014). Para-industry, shadow academy. . *Cultural Studies*, 28(4), 720-740.
- Campus Bee. (2021, October 22). *News*. Retrieved from National News: <https://campusbee.ug/wp-content/uploads/2021/10/UCU-GRAD.pdf>
- Castañeda , L. (2003, May 18). *Teaching convergence*. . Retrieved from Online Journalism Review, 6 March.: <http://www.ojr.org/ojr/education/1046983385.php>
- Chon, B. S., Choi, J. H., Barnett, G. A., Danowski, J. A., & Too, S.-h. (2003). A Structural Analysis of Media Convergence: Cross- Industry Mergers and Acquisitions in the Information Industries. *Journal of Media Economics*, 141-157.
- Cochrane, T. D. (2014). Critical success factors for transforming pedagogy with mobile web 2.0. *British Journal of Educational Technology* 45(1), 65–82.
- Cochrane, T., Sissons, H., & Mulrennan, D. (2013). Journalism 2.0: Exploring the impact of mobile and social media on journalism education. *International Journal of Mobile and Blended Learning (IJMBL)*, 5 (2), 22-38.

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Oxford: Routledge.
- Colmery, B., Diaz, A., Gann, E., Heacock, R., Hulland, J., & Kircher, A. E. (2023, July 4). *There will be ink: A study of journalism training and the extractives industry in Ghana, Nigeria and Uganda, New York*. Retrieved from Revenue Watch Institute and Columbia University's School of International and Public Affairs: At [http://policydialogue.org/images/uploads/There%20Will%20Be%20Ink\(1\).pdf](http://policydialogue.org/images/uploads/There%20Will%20Be%20Ink(1).pdf)
- Corrigan, D. (1993). Journalism academia out of touch. *Editor & Publisher*, 126(40), 44-44.
- Cox, B. G. (2011). Cox, B. G. (2011). Target Population. In P. J. Lavrakas , *Encyclopedia of Survey Research Methods* (pp. 876-876). Thousand Oaks: Sage Publications, Inc.
- Cramer, D., & Howitt, D. (2011, January 1). *The Sage Dictionary of Statistics*. Retrieved from Sage Publishers : Retrieved from Sage Research Methods: <https://methods.sagepub.com/reference/the-sage-dictionary-of-statistics/n437.xml?fromsearch=true>
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*:. Thousand Oaks: SAGE publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage publications.
- Daymon, C., & Holloway, I. (2010). *Qualitative research methods in public relations and marketing communications*. Oxford: Routledge.
- De Vaus, D. (2001). Research design in social research. *Research design in social research*, 1-296.
- Dennis, E. E. (1988). Whatever happened to Marse Robert's dream? The dilemma of American journalism education. *Gannett Center Journal*, 2(2), 1-22.
- Dennis, E. E. (1990). Communication education and its critics. *Syracuse Scholar (1979-1991)*, 10(1), 3.
- Dennis, E. E. (1994). Troubling Trends Or Anomalous Problems?: Reflections on the State of the Field of Communications. *Freedom Forum Media Studies Center*.
- Deuze, M. (2001). Educating 'new'journalists: Challenges to the curriculum. *Journalism & Mass Communication Educator*, 56(1), 4-17.
- Deuze, M. (2004). What is multimedia journalism? *Journalism studies*, 5(2), 139-152.
- Deuze, M. (2006). Global journalism education: A conceptual approach. *Journalism studies*, 7(1), 19-34.

- Deuze, M. (2008). The Changing Context of News Work: Liquid Journalism for a Monitorial Citizenry. *International Journal of Communication*, 2, 848-865.
- Deuze, M., & Bardoel, J. (2001). Network Journalism: Converging Competences of Media Professionals and Media Organizations. *Journalism*, 2(3), 299-319.
- DeVellis, R. F. (2017). *An overview of item response theory. Scale development: theory and applications. Fourth ed.* Los Angeles: SAGE Publications, Inc.
- Dickson, T. (1999). *Mass media education in transition: Preparing for the 21st century.* Oxford: Routledge.
- Dickson, T., & Brandon, W. (2000). The gap between educators and professional journalists. *Journalism & Mass Communication Educator*, 55(3), 50-67.
- Donsbach, W. (2014). Journalism as the new knowledge profession and consequences for journalism education. *Journalism*, 15(6), 661-677.
- Doyle, G. (2013). Re-invention and survival: Newspapers in the era of digital multiplatform delivery. *Journal of media business studies*, 10(4), 1-20.
- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of sexual behavior*, 41, 1319-1320.
- El-Nawawy, M. (2007). Between the newsroom and the classroom: Education standards and practices for print journalism in Egypt and Jordan. *International Communication Gazette*, 69(1), 69-90.
- Emmanuel, N. O., Okoro, N., & Ukonu, M. O. (2021). Beyond classroom-newsroom gap: Why do Nigerian students study journalism in the age of convergence? *Media Practice and Education*, 22(2), 104-123.
- Emmanuel, N. O. (2017). Assessment of journalism trends and practices in new media era: A new direction for journalism education in Nigeria. *International Journal of Communication*, 21(1), 12-36.
- Emmanuel, N. O. (2019). *Assessment of Classroom-Newsroom Gap in Journalism Education in Nigeria.* Nsukka: Unpublished Doctoral Thesis, University of Nigeria.
- Emma-Okoroafor, O. (2016). Media convergence: A paradigm shift in journalism education in Nigeria. *Review of Journalism and Mass Communication*, 4(1), 19-42.
- Finberg, H., Krueger, V., & Klinger, L. (2013). *State of journalism education 2013.* St. Petersburg, Florida: The Poynter Institute for Media Studies.
- Finlay, A. (2020). *Mapping Journalism Training Centres in Sub-Saharan Africa.* Johannesburg: University of the Witwatersrand,.

- Franklin, B. (2005). Local Journalism and Local Media: Making the Local News. *Journalism Studies*, 6(5), 711-726.
- Freedom Forum. (1999, July 5). *State of the First Amendment: A survey of public attitudes*. Retrieved from Freedom Forum Survey Report.: <http://www.freedomforum.org/first/sofa/1999>
- Given, L. M. (2012). *The Sage Encyclopedia of Qualitative Research Methods*. Thousand Oaks: SAGE Publications Inc.
- Glasgow Media Group. (2000). *Viewing the World: News Content and Audience Studies*. London: DFID.
- Hamilton, J., & Jenner, E. (2004). Foreign correspondence: evolution, not extinction,. *Nieman Report*, 58(3), 98–100.
- Hammond, M., & Wellington, J. (2020). *Research Methods: The Key Concepts*. Oxford: Routledge.
- Hanusch, F., Mellado, C., Boshoff, P., Humanes, M., De León, S., Pereira, S., & Yez, L. (2015). Journalism students' motivations and expectations of their work in comparative perspective. *Journalism & Mass Communication Educator*, 70(2), 141-160.
- Harber, A. (2014). *Legacy of Rwanda Genocide Includes Media Restrictions, Self-Censorship*. Retrieved from Committee to Protect Journalists: <https://cpj.org/reports/2014/12/legacy-of-rwanda-genocide-includes-media-restricti/>
- Highton, J. (1967). Green eyeshades vs. chi-squares. *The Quill*, 55.
- Hirst, M. (2010). Journalism education “down under” A tale of two paradigms. *Journalism Studies*, 11(1), 83-98.
- Hirst, M. (2011). *News 2.0: Can journalism survive the Internet?* Crows Nest NSW, Australia: Allen & Unwin.
- Holmes, T., Hadwin, S., & Mottershead, G. (2014). *The 21st century journalism handbook: Essential skills for the modern journalist*. Oxford: Routledge.
- Huang , E., Davison , K., Shreve, S., Davis, T., Bettendorf, E., & Nair, A. (2006). Bridging newsrooms and classrooms: Preparing the next generation of journalists for converged media. *Journalism & Communication Monographs*, 8(3), 221-262.
- Huang, E., Davison, K., Shreve, S., Davis, T., Bettendorf, E., & Nair, A. (2006). Facing the challenges of convergence: Media professionals' concerns of working across media platforms. . *Convergence*, 12(1), 83-98.

- Jing, Y. (2022). Strategies for Improving the Effectiveness of Ideological and Political Theory Based on Complexity Theory. *Heilongjiang Education (Higher Education Research and Evaluation)*, 86-89.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative and mixed approaches (4th ed.)*. Thousand Oaks, CA: Sage.
- Kabir, S. M. (2016). Methods of data collection. In J. e. al, Basic Guidelines for Research: An Introductory Approach for All Disciplines. *Book Zone Publication.*, 201-275.
- Kang, S. (2010). Communication curricula at universities in the Republic of Korea: Evolution and challenges in the digital age. *Asia Pacific Media Educator*, (20), 53-68.
- Kast, F. E., & Rosenzweig, J. E. (1972). General systems theory: Applications for organization and management. *Academy of management journal*, 15(4), 447- 465.
- Killebrew, K. (2002). Distributive and Content Model Issues in Convergence: Defining Aspects of 'New Media' in Journalism's Newest Venture. *The Dynamics of Convergent Media Conference*. University of South Carolina.
- Kisembo, A. E., & Kakooza, F. (2023). Mobile Digital Apps and News Production at NTV Uganda. In T. Matsilele, S. Mpofu, & D. Moyo, *In New Journalism Ecologies in East and Southern Africa: Innovations, Participatory and Newsmaking Cultures* (pp. 17-36). Springer Nature Switzerland: Palgrave Macmillan.
- Klein, J. T. (1990). *Interdisciplinarity: History, Theory and Practice*. Detroit: Wayne State University Press.
- Klein, J. T. (1993). Presentation on Interdisciplinarity. *IDRC*. Ottawa: IDRC.
- Klein, J. T. (2010). A taxonomy of interdisciplinarity. *The Oxford handbook of interdisciplinarity*, 15(6), 15.
- Klinenberg, E. (2005). Convergence: News production in a digital age. *The Annals of the American Academy of Political and Social Science*, 597(1), 48-64.
- Kovach, B., & Rosenstiel, T. (2014). *The elements of Journalism: What Newspeople Should Know and the Public Should Expect*. New York: Three Rivers Press.
- Kraeplin, C., & Criado, C. A. (2005). Building a case for convergence journalism curriculum. *Journalism & Mass Communication Educator*, 60(1), 47-56.
- Krippendorff, K. (2004). Reliability in content analysis: Some common misconceptions and recommendations. *Human Communication Research*, 30(3), 411-433.

- Krueger, R. A. (2014). *Focus groups: A practical guide for applied research*. Thousand Oaks: Sage publications.
- Krüger, F. (2022, February 15). *Shorenstein Centre on Media, Politics and Public Policy*. Retrieved from Harvard Kennedy School : <https://shorensteincenter.org/disrupted-media-disrupted-academy-rethinking-african-j-schools/>
- Kumar, R. (2011). *A Step-by-Step Guide for Beginners (3rd ed.)*. Thousand Oaks: Sage Publishers.
- Larson, C. (2016). Evidence of shared aspects of complexity science and quantum phenomena. *Cosmos and History. The Journal of Natural and Social Philosophy*, 12(2), 160-171.
- Lavrakas, P. J. (2008). *Purposive Sample*. In P. J. Lavrakas, *Encyclopedia of Survey Research Methods*. Thousand Oaks: Sage Publications.
- Lawson-Borders, G. (2003). Integrating New Media and Old Media: Seven Observations of Convergence as a Strategy for Best Practices in Media Organizations. *The Journal of Media Management*, 91-99.
- Legard, R., Keegan, J., & Ward, K. (2003). In-depth interviews. *Qualitative research practice: A guide for social science students and researchers*, 6(1), 138-169.
- Lian, H. Q. (2021). Influence of Complexity Theory on Educational Research. *Education Review*.
- Lindley, W. (1988). *Message to journalism faculty: Bridge the gap*. Editor &.
- Lovell, R. (1987). Triumph of the chi-squares. *The Quill*, 75,, 22-24.
- Lowrey, W., Daniels, G. L., & Becker, L. B. (2005). Predictors of convergence curricula in journalism and mass communication programs. *Journalism & Mass Communication Educator*, 60(1), , 31-46.
- Mabrey, D. (1988). Journalism, liberal arts and editors. *ACA Bulletin*, 64(4145),, 11-14.
- Macdonald, I. (2006). Teaching journalists to save the profession: A critical assessment of recent debates on the future of US and Canadian journalism education. *Journalism Studies*, 745-764.
- Machado, E., & Teixeira, T. (2016). Innovation as an essential part of journalism education in contemporary societies. *Journal of Applied Journalism & Media Studies*, vol. 5,(1), 103–116.
- Mack, N. (2005). Qualitative Research Methods: A Data Collector's Field Guide. *Family Health International*.

- Makerere University . (2021, May 21). *Graduation*. Retrieved from Makerere University: <https://news.mak.ac.ug/wp-content/uploads/2021/05/Makerere-AR-71st-Graduation-Ceremony-Lists-Day5-21stMay2021.pdf>
- Makerere University. (2022, May 27). *Graduation*. Retrieved from Makerere University: <https://news.mak.ac.ug/wp-content/uploads/2022/05/72nd-Mak-Graduation.pdf>
- Makerere University. (2023, February 17). *Home*. Retrieved from Makerere University Graduation: <https://news.mak.ac.ug/wp-content/uploads/2023/02/Makerere-73rd-Graduation-List-13th-17thFeb2023.pdf>
- Masinde, V. K. (2022, June 8). *Apply Now*. Retrieved from Uganda Christian University: <https://ucu.ac.ug/vice-chancellor-in-norway-for-norhed-project-launch/>
- Mbabaali, D. (Friday, September 27, 2019, September 27). *Special Reports*. Retrieved from Monitor: <https://www.monitor.co.ug/uganda/special-reports/tracing-makerere-s-journalism-journey-1850062>
- McQuail, D. (2010). *McQuail's mass communication theory*. Newbury Park, California: Sage publications.
- Medsger, B. (1996). *Winds of change: Challenges confronting journalism education*. Arlington, Va.: The Freedom Forum.
- Meijns, B. (2015). Between the empire and the reform papacy: the Abbey of Saint-Hubert and the impact of its papal bull 1074 on ecclesiastical tradition and on monastic identity in the diocese of Liège. *Biological Bulletin*, vol. 210, (1), 51–63.
- Mencher, M. (2002, May 18). *What should be taught in journalism schools?* . Retrieved from Nieman Reports: Available at: <http://niemanreports.org/articles/what-should-be-taught-in-journalism-schools/>
- Middleton, F. (2023, June 16). *Reliability vs validity*. Retrieved from Scribbr: Retrieved from Scribbr: <https://www.scribbr.com/methodology/reliability-vs-validity/>
- Mihas, P., & Institute, O. (2019). *Learn to Build a Codebook for a Generic Qualitative Study*. Thousand Oaks: SAGE Publications, Limited.
- Milena, Z. R., Dainora, G., & Alin, S. (2008). Qualitative research methods: A comparison between focus-group and in-depth interview. *Annals of the University of Oradea, Economic Science Series*, 17(4), 1279-1283.
- Miles, H., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. New York: Sage Publications, Inc.
- Ming, Y. G. (2020). The discipline reconstruction and future direction of Journalism and Communication under the technological revolution. *Journalism and Writing*, 15-21.

- Mingers, J. (2006). *Realising systems thinking: knowledge and action in management science*. Berlin: Springer Science & Business Media.
- Minichiello, V., Aroni, R., & Hays, T. N. (2008). *In-depth interviewing: Principles, techniques, analysis*. Sydney: Pearson Education Australia.
- Montuori, A. (2011). Systems approach. In M. A. Runco, & S. R. Pritzker, *The encyclopedia of creativity, 2 (2011)* (pp. 414-421). San Diego: Scientific Research Publishing.
- Moran, E. (2008). *Edgar Moran (2008) An Introduction to Complexity Thought*. Shanghai: East China Normal University Press 3.
- Mosco, V. (2005). *The digital sublime: Myth, power, and cyberspace*. Cambridge, Massachusetts: Mit Press.
- MSW Online Programs. (2020, July). *6 important theories in Social Work*. Retrieved from MSW Online Programs: <https://www.onlinemswprograms.com/social-work/theories/systems-theory-social-work/#:~:text=The%20main%20assumption%20of%20systems,complex%20system%20as%20it's%20known>.
- Murphy, S. M., & Scotton, J. F. (1987). Dependency and Journalism Education in Africa: Are There Alternative Models? *Africa Media Review 1, no. 3*.
- Mutsvairo, B., & Bebawi, S. (2019). Journalism educators, regulatory realities, and pedagogical predicaments of the “fake news” era: A comparative perspective on the Middle East and Africa. *Journalism & Mass Communication Educator, 74(2)*, 143-157.
- Mutunga, I. M. (2015). Assessing the Best Practices in Media and Communication Training. *Jurnal Komunikasi Islam (Journal of Islamic Communication), 5(1)*, 1-26.
- Nakiwala, A. S., & Tayeebwa, W. (2022). *Science Journalism and Communication in Uganda: Revising a University Curriculum to Meet the Country's Needs*. Kampala: Makerere University.
- Namasinga, F. (2018). *Sourcing in converged media spheres*. Oslo: (Doctoral dissertation, Phd thesis, University of Oslo).
- National Council for Higher Education. (2023, June 16). *Institutions*. Retrieved from National Council for Higher Education: <https://unche.or.ug/institutions/>
- Newell, W. H. (2001). A Theory of Interdisciplinary Studies. *Issues in Integrative Studies 19*, 1-25.
- Nikunen, K. (2013). Losing my profession: Age, experience and expertise in the changing newsrooms. *Journalism, 868-888*.

- Nkoala, S., & Matsilele, T. (2023). The influence of the digital divide on emergency remote student-centred learning during the COVID-19 pandemic: a case study of journalism education. *SN Soc Sci*, 3 - 47.
- Odunlami, D. L. (2014). Journalism and mass communication education in Nigeria: In search of the right pedagogy. *Journal of Literature, Language and Linguistics*, 3.
- Ogundimu, F. F. (1997). Donor-Driven Initiatives and Media Training in Africa. *Journalism & Mass Communication Educator*, 48–62.
- Ogundimu, F. F., Oyewo, O. Y., & Adegoke, L. (2007). West African Journalism Education and the Quest for Professional Standards. *Ecquid Novi: African Journalism Studies* 28, no. 1–2, 193, <https://doi.org/10.1080/02560054.2007.9653366>.
- Ojomo, O. (2007). Optimizing internships in mass communication training. *Journal of Social Sciences and Humanities*, 15(1), 49-60.
- Ojomo, O. (2015). Journalism trainers and newspapers editors agree on the internship as a weak link in journalism training in Nigeria. *International Journal of Humanities and Social Science*, 5(4), 104-111.
- Okwori, J. Z., & Adeyanju, A. M. (n.d.). Nigeria: Research findings and conclusions. *African Media Development Initiative*.
- Ormerod, R. (2020). The history and ideas of sociological functionalism: Talcott Parsons, modern sociological theory, and the relevance for OR. *Journal of the Operational Research Society*, 71(12), 1873-1899.
- Owen, G. T. (2014). Qualitative methods in higher education policy analysis: Using interviews and document analysis. *The qualitative report*, 19(26), 1-19.
- Papacharissi, Z. (2015). Toward new journalism(s): affective news, hybridity, and liminal spaces. *Journalism Studies* 16(1), 27–40.
- Quinn, S. (2005). Convergence's fundamental question. *Journalism studies*, 6(1), , 29-38.
- Raudsepp, E. (1989). Reinventing journalism education. *Canadian Journal of Communication*, 14(2), 1-14.
- Richards, I., & Self, C. C. (2016). Going global: Journalism education gets its act together. *Global journalism education in the 21st century: Challenges and innovations*, 267-280.
- Roper Organization. (1987). *Electronic media career preparation study*. Roper Organization.
- Rose, J., Bock, W., DiGrande, S., Durant, S., & Field, D. (2007). Convergence 2.0. Will You Thrive, Survive, or Fade Away? *BGC Focus*, 4 (07).

- Rusbridger, A. (2011). *FOLKENFLIK, D. (ed.) Page One: Inside the New York Times and the Future of Journalism. 1 ed.* Philadelphia: Participant Media.
- Salaverría, R., García-Avilés, J., & Masip, P. (2012). Siapera E and Veglis A (eds) . In R. Salaverría, *The Handbook of Global Online Journalism* (pp. 21–38). Oxford: Wiley-Blackwell.
- Schneider, M., & Somers, M. (2006). Organizations as complex adaptive systems: Implications of complexity theory for leadership research. *The Leadership Quarterly, 17*(4), 351-365.
- Schrøder, K. C. (2015). News Media Old and New Fluctuating audiences, news repertoires and locations of consumption. *Journalism studies, 16*(1), 60-78.
- Schumpeter, J. A. (1942). *Creative Destruction. Capitalism, Socialism and Democracy.* New York: Harper & Row.
- Scott, S. (2002). Media convergence: How are we preparing students of journalism and mass communication to deal with it. *Paper presented at the dynamics of convergent media conference, Columbia, SC, 15–16 November* (pp. 14–17). Columbia, SC: University of South Carolina.
- Self, C. (2020). Global Journalism Education. *Oxford Research Encyclopedia of Communication*. Retrieved from <https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-755>.
- Shao, B., & Dong, Q. (2016). An exploratory study on journalistic professionalism and journalism education in contemporary China. *Journalism and Mass Communication, vol. 6, (4)*, 187–200.
- Sharma, G. (2017). Pros and Cons of Different Sampling Techniques. *International Journal of Applied Research 2017; 3*(7), 749-752.
- Sim, J., & Wright, C. (2000). *Research in health care: concepts, designs and methods.* Cheltenham, UK: Nelson Thornes.
- Singer, J. B. (2004). More than ink-stained wretches: The resocialization of print journalists in converged newsrooms. *Journalism & Mass Communication Quarterly, 81*(4), 838-856.
- Singer, J. B. (2010). Journalism Education. In In K. Wahl-Jorgensen , & T. Hanitzsch, *Handbook of Journalism Studies* (pp. 228-243). Oxford: Routledge.
- Singh, A. S., & Masuku, M. B. (2014). Sampling techniques & determination of sample size in applied statistics research: An overview. *International Journal of economics, commerce and management, 2*(11),, 1-22.

- Skinner, D., Gasher, M. J., & Compton, J. (2001). Putting theory to practice. *A critical approach to journalism studies. Journalism, 2(3)*, 341-360.
- Skinner, D., Gasher, M. J., & Compton, J. (2001). Putting theory to practice: A critical approach to journalism studies. *Journalism, 2(3)*, 341-360.
- Skjerdal, T. S., & Ngugi, C. M. (2007). Institutional and Governmental Challenges for Journalism Education in East Africa. *Ecquid Novi 28, no. 1-2* , 177.
- Spyridou, L. P., Matsiola, M., Veglis, A., Kalliris, G., & Dimoulas, C. (2013). Journalism in a state of flux: Journalists as agents of technology innovation and emerging news practices. *International communication gazette, 75(1)*, 76-98.
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York: Guilford Press.
- Stebbins, R. A. (2001). *Exploratory research in the social sciences (Vol. 48)*. Thousand Oaks, California: Sage Publishers.
- Steel, J. (2018). ‘Disruption’ in UK journalism education? A study of narratives of resilience. *Journal of Applied Journalism & Media Studies, 7(3)*, 501-519.
- Steensen, S. (2011). Online journalism and the promises of new technology: A critical review and look ahead. *Journalism studies, 12(3)*, 311-327.
- Stember, M. (1991). Advancing the Social Sciences Through the Interdisciplinary Enterprise. *The Social Science Journal, 5*.
- Stuckey, H. L. (2013). Three types of interviews: Qualitative research methods in social health. *Journal of Social Health and Diabetes Vol.1 Issue 2*, 56-59.
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *International Journal of Academic Research in Management, 28-36*.
- Tanner, A., & Smith, L. (2007). Training tomorrow's television journalists: In the trenches with media convergence. *Electronic News, 1(4)*, 211-225.
- Tárcia, L., & Marinho., S. (2008). Challenges and new ways of teaching journalism in times of media convergence. . *Brazilian Journalism Research 4(2)*, 25–53.
- Tayebwa, W. (2019). Bridging gaps, building futures: Global journalism and local practices. In T. Halvorsen , K. S. Orgeret, & R. Krøvel, *Sharing knowledge transforming societies* (pp. 83 - 104). Cape Town: African Minds.
- Teodorescu, R., Racoceanu, D., Leow, W. K., & Cretu, V. (2016). Prospective study for semantic inter-media fusion in contentbased medical image retrieval. *Medical Imaging Technology, vol. 26, (1)*, 48–58.

- Teves, E., & Craven, A. E. (2017). *Innovations in Journalism: Educating the MMJ. . The Future of Education.*
- Thomas, P. N. (2016). Observations on journalism and communication education in India. *Klinische Wochenschrift, vol. 1, (34)*, 1683–1685.
- Thompson, A. (2013). Exploring radio, convergence and development in Africa. *Nokoko, 3,* 1-14.
- Tuchman, G. (1978). *Making news: A study in the construction of reality.* Glencoe, Illinois: Free Press.
- Tumber, H., & Prentoulis, M. (2005). *Journalism and the making of a profession.* Oxford: Oxford University Press.
- Tumber, H., & Zelizer, B. (2009). Special 10th anniversary issue—the future of journalism. *Journalism, 10(3),* 277-279.
- Uganda Christian University. (2023, July 28). *Graduation.* Retrieved from Uganda Christian University: <https://ucu.ac.ug/final-graduation-list-for-28th-july-2023/>
- University of the Witwatersrand. (2022, September 13). *Ajenda.* Retrieved from University of the Witwatersrand: <https://wits.journalism.co.za/ajenda/>
- Ureta, A., , L., & Fernández, S., P. (2018). Keeping pace with journalism training in the age of social media and convergence: How worthwhile is it to teach online skills? *Journalism, 19(6),* 877-891.
- Usharani, N. (2010). Journalism Education and the Perception of Convergence Journalism. *Karnatak University Journal of Communication, 36-50 .*
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & health sciences, 15(3),* 398-405.
- Van den Berg, A., & Struwig, M. (2017). Guidelines for researchers using an adapted consensual qualitative research approach in management research. *Electronic Journal of Business Research Methods, 15(2),* 109-119.
- Vartanova, E., & Lukina, M. (2017). Russian journalism education: challenging media change and educational reform. *Journalism & Mass Communication Educator, vol. 72, (3),* 274–284.
- Verweij, P. (2009). Making convergence work in the newsroom: A case study of convergence of print, radio, television and online newsrooms at the African media matrix in South Africa during the National Arts Festival. . *Convergence, 15(1),* 75-87.

- Vision Group. (2023, July 31). *Annual Reports*. Retrieved from Vision Group: <https://www.visiongroup.co.ug/wp-content/uploads/2022/12/Annual-Report-2022.pdf>
- Wallace, S. (2013). The complexities of convergence: Multiskilled journalists working in BBC regional multimedia newsrooms. *International Communication Gazette*, 99-117.
- Weaver, D. H., & Willnat, L. (2012). *The global journalist in the 21st century*. New York: Routledge.
- Weaver, D. (1998). *The global journalist. News people around the world*.
- Weaver, D. H., & Wilhoit, G. C. (1996). *The American journalist in the 1990s: US news people at the end of an era*. London: Psychology Press.
- Weaver, D. H., & Willnat, L. (2012). *The global journalist in the 21st century*. New York: Routledge.
- Weinberg, S. (1990). Bridging the chasm: Dark thoughts and sparks of hope about journalism education. *The Quill*, 26-31.
- Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies*. New York: Simon and Schuster.
- Weiss, S. A., Joyce, V., Saldaña, M., & Alves, R. C. (2017). Latin American investigative journalism education: learning practices, learning gaps. *Journalism & Mass Communication Educator*, vol. 72, (3), 334–348.
- Westlund, O., & Krumsvik, A. H. (2014). Perceptions of intra-organizational collaboration and media workers' interests in media innovations. *The Journal of Media Innovations* 1(2), 52–74.
- Willnat, L., Weaver, D. H., & Choi, J. (2013). The global journalist in the twenty-first century: A cross-national study of journalistic competencies. *Journalism Practice*, 7(2), 163-183.
- Workneh, T. W. (2018). Journalism Education Interventions in Sub-Saharan Africa: An Examination of the Norwegian Model in Ethiopia. *African Journalism Studies* 39, no. 2, 9–29, <https://doi.org/10.1080/23743670.2018.1473269>.
- Xia, W. (2022). Analysis of Convergence Journalism Education from the Perspective of Complexity: Thinking Based on Theoretical Dimension and Technical Logic. *Journal of Media & Management. SRC/JMM-177*. , 147.
- Xiaoping, L. (2010). Higher Education research thinking in complexity perspective. 23-26.

Xiumin , J. (2010). Research status and development prospect of complexity science. *Science and Technology Information*, 489.

Zelizer, B. (2009). Journalism and the Academy. In *In The handbook of journalism studies* (pp. 49-61). Oxford: Routledge.

APPENDICES

Appendix A: Document Analysis

My name is Arthur Penny Oyako. You are being asked to take part in a study designed to appreciate the relevance of journalism training schools in producing talent for a converged newsroom in Uganda. This study will provide useful insights into the current journalism training schools' curriculum and its relevance in producing talent for converged newsrooms in Uganda, investigate whether the current curricula in Uganda have equipped recent graduates with the skills necessary for working in converged newsrooms and understand the media industry professionals' perceptions of the training provided by journalism schools in Uganda.

Criteria	Guiding Statements/Questions	Assessment (Tick Appropriate Box)
Multimedia Integration	Does the curriculum include components of multimedia journalism for all journalism students (majors)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are multimedia skills deemed compulsory for journalism students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Practical Skills	Are there practical skills courses that cover broadcast, print, and digital journalism?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Do these courses provide hands-on experience and training in each medium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Specialisation	Is the curriculum structured to allow students to specialise in print, broadcast, or digital journalism?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Does it ensure that graduates are specialists in their chosen field while having exposure to other areas?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Convergence Focus	Does the curriculum promote the integration of print, broadcast, and digital journalism skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are there courses or modules that emphasise convergence in news reporting and production?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Adaptability to Converged Newsrooms	Does the curriculum incorporate the latest trends and technologies used in modern newsrooms?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are students trained to adapt to rapidly changing newsroom environments?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Criteria	Guiding Statements/Questions	Assessment (Tick Appropriate Box)
Industry-Relevant Content	Does the curriculum include industry-related topics and current issues in journalism?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are there opportunities for students to engage with real-world journalism challenges?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Research and Analysis	Does the curriculum emphasise critical thinking, research, and analysis skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are students encouraged to explore in-depth reporting and investigative journalism?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Ethical and Legal Framework	Does the curriculum provide education on journalism ethics and legal responsibilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are there courses addressing media law, ethics, and responsible journalism practices?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Faculty Qualifications	Are faculty members experienced professionals with expertise in diverse journalism fields?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Do they have up-to-date knowledge of industry practices and technologies?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student Assessment	Is there a fair and comprehensive assessment system that evaluates students' proficiency in multimedia journalism?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are assessments aligned with industry standards and practices?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Continuous Improvement	Does the curriculum undergo periodic updates and revisions to stay relevant?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Is there a mechanism for collecting feedback from students and industry professionals?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Appendix B: Questionnaire

My name is Arthur Penny Oyako. You are being asked to take part in a study designed to appreciate the relevance of journalism training schools in producing talent for a converged newsroom in Uganda. This study will provide useful insights into the current journalism training schools' curriculum and its relevance in producing talent for converged newsrooms in Uganda, investigate whether the current curricula in Uganda have equipped recent graduates with the skills necessary for working in converged newsrooms and understand the media industry professionals' perceptions of the training provided by journalism schools in Uganda.

Demographic Information

1. University/College Attended:
2. Number of Years in Journalism School:
3. Did you pursue a single major or double major?
 - Single Major
 - Double Major
 - Other (Please Specify).....

Skills and Education:

4. Which platforms do you produce news for in your current role in the newsroom or media house? (Select all that apply)
 - Only one platform - Print
 - Only one platform - Broadcast
 - Only one platform - Digital
 - All the platforms - Print, Broadcast, and Digital
 - Two platforms (please state):
5. Were you taught the skills to deliver news for multiple platforms (Print, Broadcast, and Digital) in your journalism school?
 - Yes
 - No
6. If you answered 'Yes' to the previous question, please rate the effectiveness of your journalism school in equipping you with multimedia skills on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).
 - 1 - Strongly Disagree
 - 2 - Disagree

- 3 - Neutral
 4 - Agree
 5 - Strongly Agree

7. Looking at what you were taught in journalism school and what you are doing now as a practising journalist, what one skill or knowledge area do you think the journalism school should have imparted but did not? (Please state)

.....

8. Have you acquired additional skills or knowledge in the newsroom that you did not learn in journalism school? If yes, please specify.

.....

Multimedia Integration:

9. Did your journalism school emphasise multimedia integration in news reporting and production?

- Yes
 No

10. If you answered 'Yes' to the previous question, please rate the effectiveness of your journalism school in teaching multimedia integration on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

- 1 - Strongly Disagree
 2 - Disagree
 3 - Neutral
 4 - Agree
 5 - Strongly Agree

Convergence Focus:

11. Did your journalism school promote the integration of print, broadcast, and digital journalism skills?

- Yes
 No

12. If you answered 'Yes' to the previous question, please rate the effectiveness of your journalism school in promoting convergence on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

Adaptability to Converged Newsrooms:

13. Did your journalism school incorporate the latest trends and technologies used in modern newsrooms?

- Yes
- No
- I Do Not Know

14. If you answered 'Yes' to the previous question, please rate the effectiveness of your journalism school in preparing you for modern newsroom technologies on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

Continuous Improvement:

15. Does your journalism school undergo periodic updates and revisions to stay relevant?

- Yes
- No

16. If you answered 'Yes' to the previous question, please rate the effectiveness of your journalism school in staying relevant and up-to-date on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

17. Does your current employer regularly offer continuous on-the-job training to you while at work?

- Yes
- No

18. If you answered 'Yes' to the previous question, please rate the effectiveness of the continuous on-the-job training offered by your employer in staying relevant and up-to-date on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

Additional Comments:

19. Please share any additional comments or insights regarding your journalism education and its relevance to your current role as a practising journalist.

.....
.....
.....

Thank you for participating in this assignment.

Appendix C: Interview Guide for Media Managers

My name is Arthur Penny Oyako. You are being asked to take part in a study designed to appreciate the relevance of journalism training schools in producing talent for a converged newsroom in Uganda. This study will provide useful insights into the current journalism training schools' curriculum and its relevance in producing talent for converged newsrooms in Uganda, investigate whether the current curricula in Uganda have equipped recent graduates with the skills necessary for working in converged newsrooms and understand the media industry professionals' perceptions of the training provided by journalism schools in Uganda.

1. Do recent graduates (2018-2023) come with the right skills set into the newsroom?
2. What has your media house done to bridge the gap between the skills they come with and the skills they need?
3. Looking at the multimedia skills needed in the newsroom today, are the recent journalism graduates adequately equipped to operate in a converged newsroom? If not, why?
4. Where do you see the gaps and how can these be addressed?
5. What specific gaps have your media house identified and how is the upskilling of the recent graduates being done at your media house?
6. What are your perceptions of recent graduates about their skillsets and abilities to ably discharge their duties in a converged newsroom? (Follow up on their skills & training)
7. What is the relevance of journalism training schools' curricula in producing talent for converged newsrooms in Uganda? Is this being done as is prescribed?
8. Are the recent graduates in Uganda equipped with the skills required for working in converged newsrooms? Is there a mechanism through which the industry and the academy discuss upcoming curricula?
9. What are the media industry professionals' perceptions of the training provided by journalism schools in Uganda?

Thank you for participating in this conversation.

Appendix D: Interview Guide for Academia

My name is Arthur Penny Oyako. You are being asked to take part in a study designed to appreciate the relevance of journalism training schools in producing talent for a converged newsroom in Uganda. This study will provide useful insights into the current journalism training schools' curriculum and its relevance in producing talent for converged newsrooms in Uganda, investigate whether the current curricula in Uganda have equipped recent graduates with the skills necessary for working in converged newsrooms and understand the media industry professionals' perceptions of the training provided by journalism schools in Uganda.

1. Do recent graduates (2018-2023) exit your gates with the required skills to operate in converged newsrooms, other than exams are there other ways to determine this?
2. What does your academic institution do to bridge the gap between the skills these learners leave with and what is required by the industry? Do you regularly speak with the industry over these? When was the last meeting?
3. Looking at the multimedia skills needed in the newsroom today, are the recent journalism graduates equipped to operate in a modern converged newsroom?
4. Where do you see the gaps and how can these be addressed?
5. What are your perceptions of recent graduates about their skillsets and abilities to ably discharge their duties in a converged newsroom? (Follow up on their skills & training)
6. Are the current journalism training schools' curricula relevant in producing talent for converged newsrooms in Uganda? – Is there anything we could change?
7. Are the current journalism scholars adequately equipped with the skills required for working in a modern converged newsroom in Uganda?
8. What are the academia's perceptions of the role played by the industry in utilising the talent provided by the journalism schools in Uganda?
9. In your view, is it relevant for auxiliary journalism schools to offer additional training to your former students, what impression does this give of your training?
10. Where is the mismatch between the academy and the industry?

Thank you for participating in this conversation.

Appendix E: AKU Ethics Review Committee Approval Letter



THE AGA KHAN UNIVERSITY
Graduate School of Media and Communications

REF: AKU-GSMC/ERC/2023/001

Date: September 04, 2023.

Dear Arthur Oyako (Student No. 579875)

**RE: THE RELEVANCE OF JOURNALISM SCHOOLS IN PRODUCING TALENT FOR
A CONVERGED NEWSROOM: A CASE OF UGANDA**

This is to inform you that Aga Khan University – Graduate School of Media and Communications Ethics Review Committee has reviewed and approved your above research proposal. Your approval period is September 04, 2023, to September 03, 2024, and your application's approval number is AKU-GSMC/ERC/2023/001.

This approval is subject to compliance with the following, under the supervision of your two supervisors:

1. Only the approved documents including the informed consent form and the data collection instruments will be used.
2. Any changes, made on the approved documents that may increase the risks or affect the welfare or safety of the participants or compromise the integrity of the study must be reported to GSMC within the shortest time possible. The amended documents will be taken through a fresh review and the due process of approval.
3. In the event that the research cannot be completed within the one-year approved period, the researcher will request for renewal of approval 30 days prior to the end of the approved period.
4. The researcher will be required to submit a comprehensive progress report when applying for renewal of approval.
5. Submission of an executive summary report to the GSMC's Ethics Review Committee within 90 days of completion of the study.
6. Produce all the data collected using the approved tools as and when required by the Ethics Review Committee within the 90 days of completion of your study.

Prior to commencing your study, you will be required to obtain a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). You can access the application portal from the website on <https://www.nacosti.go.ke/>.

Please feel free to contact me should you require any further information.

Yours sincerely

Prof Nancy Booker
Dean

*University Centre, 4th Floor, 3rd Parklands Avenue
P.O. Box 30270 – 00100 G.P.O. Nairobi, Kenya
Tel: +254 20 3740062/63, +254 (0) 731 888 055; +254 (0) 719 231 530
Email Address: info.gsmc@aku.edu; Website: www.aku.edu*

Appendix F: Introductory Letter From AKU



THE AGA KHAN UNIVERSITY
Graduate School of Media and Communications

The Uganda National Council for Science and Technology

P. O. Box 6884
Kampala

September 04, 2023

Dear Sir/Madam.

ARTHUR OYAKO (STUDENT NO. 579875)


Arthur Oyako is a registered student at the Aga Khan University, Graduate School of Media and Communications. He is enrolled in the Master of Arts in Digital Journalism Programme and has completed his course work. He is now working on his Master's thesis. Mr. Oyako's topic is "**The Relevance of Journalism Schools in Producing Talent for a Converged Newsroom: A Case of Uganda.**"

The purpose of my writing is to request you to assist Mr. Oyako complete this important academic exercise. Any information collected will be used solely for academic purposes. Upon completion of the research, Mr. Oyako's thesis will be available at our library. He will also submit two hard copies and one soft copy in pdf of his completed work to your department.

We appreciate your support to our student towards his successful completion of his thesis research.

Please feel free to contact me should you require any further information.

Yours sincerely,


Prof Nancy Booker
Dean

Appendix G: UNCST Research Licence



**UGANDA CHRISTIAN
UNIVERSITY**
A Centre of Excellence in the Heart of Africa

28/11/2023

To: Arthur Oyako

Aga Khan University
0772369308

Type: Initial Review

Re: UCUREC-2023-686: The Relevance of Journalism Schools in Producing Talent for a Converged Newsroom: A Case of Uganda

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **28/11/2023** approved the above referenced study.

Approval of the research is for the period of **28/11/2023** to **28/11/2024**.

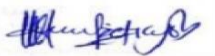
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **28/11/2024** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Data collection tools	English	1.0	2023-09-30
2	Protocol	English	1.0	2023-09-30

Yours Sincerely



Peter Waiswa
For: Uganda Christian University REC