SUBJECT COMPETENCE IN JOURNALISM: ISSUES OF RESPONSIBILITY AND WAYS TO TACKLE THEM

ПРЕДМЕТНАЯ КОМПЕТЕНТНОСТЬ ЖУРНАЛИСТОВ: ПРОБЛЕМА ОТВЕТСТВЕННОСТИ И МЕТОДЫ ЕЕ РЕШЕНИЯ

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The content strategies of modern Russian media are frequently subject to criticism by the public sector, researchers and expert groups. The author points to the significant role that subject-matter expertise plays in attempts to raise the quality of media content. The thematic modules employed as a pedagogical technique at Moscow State University's Faculty of Journalism aim to provide a deep understanding of a range of subject matters and to familiarize students with the special characteristics and/or peculiarities of the operative social spheres. Public sphere journalism is considered for its potential as a beneficial addition to academic programs for young journalists. The article includes the results of a student opinion poll as well as the outcome of a data research focusing on formation of future journalists' professional and ethical values.

Key words: social responsibility of the media, media content, media content strategy, journalists subject competence, educational innovation, and thematic module.

Современные контент-стратегии российских СМИ нередко вызывают критические оценки со стороны общества, исследователей, профессиональных групп. Автор показывает, что среди факторов повышения качества медиаконтента немалую роль играет предметная компетентность журналистов. Тематические модули, введенные в практику преподавания на факультете журналистики Московского университета ориентированы на получение и углубление предметного знания, на специфику освоения и интерпретации соответствующих сфер общественной жизни. На примере журналистики социальной сферы рассматривается потенциал образовательных программ для журналистов. В статье представлены результаты опросов студентов, обучающихся по программе модуля, а также анализ данных с позиций формирования профессионально-этических установок будущих журналистов.

Ключевые слова: социальная ответственность СМИ, медиаконтент, контент-стратегии СМИ, предметные компетенции журналиста, образовательные инновации, тематический модуль.

Introduction

New academic programs in the field of journalism have been given "a test run" at Moscow State University. The pilot academic project reconstructs real-life conditions of today's media market, which has been shaped by post-Soviet transformational processes.

The topics covered in thematic modules correspond to the key categories of media content. The project, overall, is structured in such a way as to provide future journalists with basic subject-matter expertise and to sharpen and expand skills of cognitive reasoning and critical thinking.

The quality of media content concerning professional competence: a statement of the problem

The program of thematic modules reflects a need for the improvement in media content. We note that, both theoretically and methodologically speaking, the analysis of media content should be regarded as a topical scholarly and practical problem in that it concerns such issues as the social responsibility of journalism, the threat posed to media space by dehumanization, how journalism seeks to position and identify itself in this country and ways to cope with the conflict between audience demands and industry objectives. Debates on the social mission and responsibility assumed by journalism, as well as its public agenda and values, remain as challenging as ever and constitute the key subject of controversy within academic and professional communities. The question of social responsibility and the media encompasses a vast array of opinions on a wide range of themes and issues.

An approach to the question that currently enjoys popularity is Habermas' "public sphere concept" (J. Habermas, 2000 and other works), which establishes a "public service ethos" or, in other words, the theory of the social responsibility of the press (McQuail, 2013: 46–54; Siebert, Schramm, Peterson, 1998: 112–155). Moreover, the social function of the media has been regularly touched upon in works by numerous Russian researchers. E.L. Vartanova points out

that the involvement of Russian press in existing market relations has altered the national media system significantly, but stresses the fact that the new political and economic reality have also brought about a conflict between actual media performance and societal expectations. "Surprisingly," she writes, "government, business and civic communities are united in their criticism of the Mass Media, although each of these constituencies could be criticized in their own right (Vartanova, 2009: 451). By readily accepting the challenges of commercialization, "the model of for-profit media has ousted a whole range of socially and culturally meaningful issues, replacing them with today's consumerist values <...> New principles and values <...> have almost completely replaced vital alternatives in media production, as well as the system of values of the press and, first and foremost, of television journalism" (Vartanova, 2013: 23). This conflict of values has accentuated the need for a deeper understanding of the concept that journalists should operate in socially responsible ways.

L.G. Svitich argues that both research on the conventions of today's press and the outcomes of opinion polls demonstrate a certain "value dualism" characteristic of modern journalism (Svitich, 2013: 5). V.M. Gorokhov and T.E. Grinberg, writing on the problem of dehumanization of information, contend that society "gets stuffed" with data that is expedient only for political and business elites, while the actual informational interests of the audience are, for the most part, neglected (Gorokhov, Grinberg, 2003: 22–27). S.G. Korkonosenko expresses his disontent with today's media by bringing up the issue of «asocial press» (Korkonosenko, 2010). V.L. Ivanitsky's works contain harsh yet well-supported criticism of the present media environment. The author mentions the «low professional level, tendency towards catastrophism, complete misunderstanding of people's true needs, obvious reluctance in

promoting the national values, <...> and corruption.» (Ivanitsky, 2010: 6-7). The conceptual disbalance of the press caused by a whole array of media malfunctions is investigated by I.D. Fomicheva (Fomicheva, 2012). I.M. Dzyaloshinsky believes that widespread commercialization has forced many for-profit media to abandon their initial informative mission and their cultural and educational functions. (Dzyaloshinsky, 2012: 77). Y.M. Ershov concentrates on the importance «of indicators of human sustention, of cultural and informational development» (Ershov, 2012: 6). Similar judgments can be found in most mongoraphs and academic journals issued in recent years (Mansurova, 2002; Oleshko, 2003; Sidorov, 2012; Shaikhitdinova, 2004, etc.).

While recognizing that the problem is urgent, one must keep in mind that not only external factors (for instance, the existing media environment), but also internal, subjective factors affect the quality of media content. In a certain way, the objective factors seem to leave journalists with no other choice than having to focus on ratings or circulation figures despite their personal view of journalism as a major social benefit. By capitulating to external stimuli, they give up any professional self-reflection and thus create a situation in which the subject of content generation no longer plays a key part in the process. V. Gatov, a media analyst, points out the enormity of this problem in the statement, «a typical characteristic of journalists today is their lack of proper education, the shallowness of their fundamental knowledge both within their profession and outside of it», and identifies this as «the crucial problem of contemporary media civilization» (Gatov, n.d.). We, too, are certain that there is a direct correlation between the lack of journalistic competence and the low content quality in media.

Both their employers and industry experts often mention the low level of subject-matter expertise of young journalists. However,

it is not only beginners whose lack of social background and skill is easily explainable; their more experienced colleagues are also part of this unfortunate trend. Truly, knowledgably and authoritative journalists are rare in our day. As a result, media content relies on two positional extremes: there is news, and there is opinion. Consequently, the intermediate stage, wherein analysis helps to shape concepts and ideas, is almost entirely lacking. It is therefore essential that journalists expand and update their command of subject-matter fields. This involves increasing the journalist's fund of knowledge not merely through random discoveries concerning aspects of contemporary life, but also through improving a repertoire of skills and substantially augmenting the journalist's thesaurus.

We proceed now to offer a review of a pedagogy that instills this broad range of knowledge and skills by concentrating on one of the leading media content segments: the public sphere. Matters relevant to the public sphere are represented in the «Society» section of press publications in general, and in a variety of subsections when it comes to television and radio programs, the specialized press and — possibly the most widespread and dense media — online websites and social networks. It is not enough for a journalist to be personally involved in everyday issues: «The authors of most publications and television programs devoted to social problems are overly absorbed in revealing the 'ulcers of society' and accentuating their public condemnation... It is, however, necessary to expand the range of social themes by means of the analysis of up-to-date trends in public life» (Frolova (ed.), 2005: 16-17). Consequently, the specialized subject-matter training of journalists may be viewed as quite a significant challenge at the present time.

An analysis of educational programs
for public sphere journalists

The need for more profound thematic specialization on the part of journalists is highlighted by a number of researchers (Misonzhnikov, Teplyashina, 2014: 50–53). We, in our turn, are prepared to provide an overview of existing educational programs that aim to raise both the thematic and technological awareness of public sphere journalists. The structure of the overview includes several steps: identifying a program; defining its status; characterizing its subject and objectives; clarifying its function and content; and delineating the methods and formats by which its objectives are realized. The schematization of academic programs in Russia also contains references to particular programs and some statistics compiled during opinion surveys.

These projects, different in content and specialty, were carried out by various subjects and meant for a wide range of target groups (ref. *Table 1*):

- Media education programs for schoolchildren;
- High school studio programs and digital projects;
- Non-profit organization programs for journalists;
- Corporate programs for journalists and freelancers;
- Hackathons involving journalists;
- Distance teaching programs;
- Educational online programs.

Special attention should be paid to the new generation of university degree programs distinguished by a completely different and enhanced educational quality. These programs have been tested at the Moscow State Lomonosov University Faculty of Journalism. One of them, «Social Journalism», covers four semesters and six disciplines (in-class exercise format), and includes the preparation and release of the

student magazine and TV-program Mass Media, as well as project development (for instance, social advertising or the coverage of acts of charity). Participants included 184 students from the regular daytime, part-time evening and extramural departments who enrolled, for the full academic cycle of the program under discussion, while approximately a hundred more students are still completing their course.

The open classroom format involves a specialized course featuring lectures by outside experts, educational excursions and the hands-on operation of a creative studio. Over time, this methodology has been picked up by other institutes of higher education in Barnaul, Ekaterniburg, Murmansk, Nizhny Novgorod, Penza, Perm, Saint-Petersburg, Ulianovsk; where social journalism studios have been launched. With the help of the Faculty's partner, the Social Information Agency, a special distance-teaching program was elaborated. The program has drawn about a thousand participants, with 30% practitioner-journalists, 24% non-profit organizations representatives, 22% students and teachers, 15% businesspersons, and 9% goverment sector employees (Reducing the Distance, 2007: 13–15).

The approval of new educational standards as well as the possibilities arising from the high status of Moscow State University contributed a great deal to the process of raising student competency levels. Thanks to an up-to-date stance on media communications and journalism, and to convergence and a multimedia environment, the program has acquired an interdepartmental and interdisciplinary nature. Today, lectures are delivered by instructors from several departments, representatives from the Social Information Agency, non-government organizations and human rights activists; by newspaper, magazines and internet media journalists. A number of new disciplines have been introduced: Social Advertising, Social Engineering, and Social Journalism Typology. The educational concept is based on the principles of humanism and the idea of

Mass Media as a social service. As far as the practical aspect is concerned, the release of a student magazine, a television program, an advertising project and a charity foundation PR-campaign are an integral part of the curriculum.

A special role in the curriculum is played by the course «Current problems in the public sphere», which represents the actual informational core in the procedures aimed at the development of student subject-matter awareness. The respective lectures include both generalized topics (the social history of Russia; the public sphere in post-Soviet Russia: the price paid for the reforms; social policies and social security; social and psychological issues in Russia; social deviation and abuse) and specific subjects (labor, employment, income; personal finances; financial awareness; education; health, healthcare and healthy lifestyle; family, children and orphaned children; home life; urban life; communal services; charity and volunteer work; the environment and environment protection, and more). Each lecture looks into the structure of a given arena of the public sphere: its background from cultural and historical perspectives, its status and statistics, the names of key personalities, an overview of the most urgent problems, best practices in problem solving from both Russia and abroad. Lecturers renowned in a certain field share especially collected data, and liaise with outstanding experts to arrange events and excursions.

Refer to *Table 2* for detailed information on the thematic module «Social Journalism».

Content quality and media space subjects: final strokes

In a discussion of subject-matter training for journalists, it behooves us to mention certain characteristic traits of content generators. One

stage of the research process included conducting a student poll, which might allow for the assemblage of a profile of a future journalist in terms of professional, social, ethical, psychological and educational attributes. We present the results of 237 questionnaires completed in 2013-2016. For the most part, the survey included open questions aimed at assessing the respondent's civil and professional motivation, their interest in public sphere problems, current awareness of certain problems, the level of understanding and controversial aspects of the problem, and their perspective on ambiguous social issues.

The *first* block of questions concentrated on the students' involvement and their public sphere awareness. Analysis of the responses demonstrates that the future journalists believe this sector to be highly important. Following are a list of citations gleaned from the survey: «public sphere journalism provides numerous professional self-realization opportunities», «information is the most valuable resource in the sphere of social development», «we are concerned about social issues», «I object to unfairness», «the problem range is enormous», «one gets a chance to try a hand at charity», «social advertising is quite creative», «I feel humanitarian issues matter more than politics», «I feel public sphere journalism is what this country needs most and what I need for my personal growth», «I am interested in the everyday problems society has to face», «it provides opportunities for improvements in human-to-human relations», «it is the most useful, significant and urgent sphere for a journalist», «it combines intellect and creativity», «this is journalism for the people», «I feel the need for some action», «I have always been interested in other people's problems», «real life is most attractive and worth some attention», «we all live in society», «it works for the people», etc.

The very understanding of the notion of «public sphere problems» is often established through the description of its attributive qualities – or through the enumeration of many detailed cases. This can be

viewed as evidence of the students' awareness of, and their attention to, human and humanitarian issues in general. The ranking of problems based on the degree of their urgency (rf. *Diagram 1*) makes up another noteworthy trend. What did the students feel was most important? Both their civic spirit and their scope of interests, as well as the priorities they set for themselves, once again demonstrate an undisputable broadmindedness (rf. *Diagram 2*) At the same time, we cannot help but notice a certain confusion in the perception and the development of a firm stance on the problem; students tend to place attention on the phenomenon as such and not on its essential, underlying meaning; there is a poor level of correlation between issues in the public sphere and their roots in politics or the economy; problem urgency dominates over problem significance, and so forth.. Both the content generators and content consumers lack a systematic approach to the topic at hand. As a result, an environment predominates in which questionable decisions are made, even at the highest level of performance.

The *second* block of questions was designed to expose the respondents' attitude toward a number of complex problems:

- Who, in your opinion, should be responsible for funding the medical support of ill or disabled children: the government, the citizens, non-profit organizations or other entities?
- Do you support the idea of razing the retirement age in this country?
- Do you believe issues of feminism and gender inequality to be urgent in this country?
- Should Russia provide humanitarian aid to other states?
- What is your opinion of the idea of introducing drug tests at schools and universities?
- Should education and healthcare be provided free of charge, and if yes, to what extent?

Within the framework of the survey, the respondents were urged to provide arguments in favor of their respective positions. It was this stage of the research that revealed a lack of subject-matter expertise significant enough to prevent students from looking into the controversies and conflictive aspects of the above-mentioned problems. On the one hand, the respondents demonstrated a highly humane approach to public sphere issues: «the retirement age ought not to be raised», «education and health care should come free of charge», «the medical care for sick children is to be provided by the state», «we should help other countries», «and drug tests are to be introduced». On the other hand, future content suppliers neither mentioned the need for more in-depth research on the complex topics they were analyzing, nor suggested any external expert sources, which might facilitate finding quality solutions to the problems in question.

The analysis of the answers to the second block of questions demonstrates that both the students and professional journalists are certainly wanting in the sort of profound subject-matter expertise which might help them assess the various aspects of problems that have become imminent through the past decades, It allows us to see that humanism alone can by no means be viewed as a universal panacea (or, to be more precise, acceptance of humanism as a reigning principle sometimes presupposes non-evident or unpopular solutions). Should the mass media fail to convey nuanced understandings; their audience will get confused as well. This problem looms large as one looks into the student answers: the respondents have proven themselves to be situated among content consumers, aware that certain complications do exist, but unable to find ways to handle them. Consequently, it is necessary to fortify the academic training of journalists with the influx of various kinds of information, and especially with techniques allowing systemizing and integrating information into a broad view of the world.

The *third* block of questions was optional and aimed at establishing the respondents' general intelligence level, which, in its turn, allowed researchers to assign an approximate quality-index in regard to their understanding of the Humanities, which after all constitute the essence of the profession. The students were questioned on their favorite pastimes, their personal cultural preferences, their media content consumption routines. Despite the stereotypical assumptions, reading led the list by a large margin. The selection of authors leaves no doubt about the validity of the answers, with the top positions given to A.P. Chekhov and F.M. Dostoevsky, followed by N.V. Gogol, L.N. Tolstoy, I.S. Turgenev, I.A. Bunin, V.V. Nabokov, S.D. Dovlatov, I.A. Brodsky. It should be mentioned that the favorite authors represent not only the various schools and periods in literature (aside from the traditional mandatory reading program), but also the various cultural spheres: cinema, art, music, theatre. Traveling (domestic itineraries included), photography, music, socializing, cinema (including documentaries and Soviet-era films) and out-of-town activities were named amount the most popular pastimes. About a quarter of the respondents had had a background in volunteer work, which they characterized as highly valuable. It also became known that the students had quite a clear notion of the current state of the media industry: all of the most distinctive media start-ups and editions of today were known by the respondents. The dynamics of preferences might also be interesting: two to three years ago, the highest rankings from students were garnered by "RIA Novosty", "Lenta.ru", "The Russian Reporter", "Kommersant'", "Novaya Gazeta", "Echo Mosckvy" and "Afisha"; while today such resources as "Meduza", "Takie Dela", "RBC", "MediaZone", "The Village", "Esquire", "First Channel", "Iod" are leading the field. The Russian Reporter, MK, and Vokrug Sveta have managed to retain their positions.

All of the results presented above allow us to conclude that our students are potentially ready to internalize vast volumes of informational knowledge from the various fields of the humanities. It is now the lecturers' responsibility to select, systemize and update this information and to apply (or even invent) the most suitable methods of conveying it to their mentees.

Future journalists crave action; they demand interesting lectures and the development of practical skills. However, they have not yet fully acknowledged their lack of expertise, both functional and theoretical, or perhaps, they still regard it as a default condition. In their feedback, students hardly ever appeal to the knowledge paradigm or to requests to fill classroom hours with the delivery of complex and highly challenging information that requires advanced critical thinking skills to digest. They request immediate, useful data, presumably without noticing the firm link between their academic subject and real-life conditions. This might be because the professional competencies are still largely viewed as mere practical skills by many undergraduates. The crucial point here is that a distinct line should be drawn between the fundamental and operational blocks of personal information storage, as those are the educational cornerstones upon which special focus should be placed.

To sum up, we argue that it is crucial to establish a connection between the quality of media content and a journalist's understanding of social responsibility, since this juncture reveals the necessity of improving and reinforcing the subject-matter expertise of content creators. The above requires an elaboration of new academic projects in various forms, the articulation of new themes and the pursuit of new research subjects. We believe that the pilot run of the new professional modules by the Moscow State University Faculty of Journalism presents some features of substantial interest. The research outcomes show that our students feel the need for a more profound understanding of social and political realities, but do not always acknowledge the link between

the creation of quality media content and the quality of knowledge as such. Academic entities should join efforts with non-profit, professional or corporate bodies in order to develop advanced training programs utilizing up-to-date distance learning techniques.

The editor did not go through the tables below: they consist of fragments and phrases, all of which look accurate.

Table 1

"Social Journalism": academic course format

Academic Programs (Specializations and Subjects)	Content (examples)	Source of Information
Educational media projects for schoolchildren (secondary schools, universities, non-profit organizations)	Moscow University: school newspaper competition, journalism contests, academic courses and trainings for school media leaders, research projects. Saint Petersburg University: "Teenagers are our future" (a project aimed at reproductive healthcare and protection against HIV), guidance and special courses, academic programs for teachers, specialized teaching aids, teenage magazine, web-site	Vartanova E.L., Smirnova O.V. (eds.). (2010). Media education at schools: academic programs collection. Moscow: MediaMir. Media education at Russian schools: new concepts and approaches. (2013). Moscow: MSU Faculty of Journalism; Media education for young adults. (2013). Moscow: Center for Editing and Publishing, Sholokhov Moscow State Humanitarian University; Berezhnaya M., Asp. A. (2007). Teenagers are our future. Resume on the decade-long Russian-Swedish partnership in the field of teenager health protection. S. Petersburg: Moby Dick

Academic Programs (Specializations and Subjects)	Content (examples)	Source of Information
High school classroom programs and discreet projects	Social Journalism studios at Russian universities: Moscow, Murmansk, Barnaul, Nizhny Novgorod, Yekaterinburg, Penza, Perm etc. A extended coverage of public sphere problems: lecture modules, expert resource, case studies, text analysis, master classes, excursions, practice. Projects by the Sholokhov Moscow State Humanitarian University	Social Journalism: profession and perspective. (2005). Compiled by A. Sevortyan: edited by T. Frolova; Moscow, SIA. [Online]. Accessed from http://mic.org.ru/new-book/524-schaste-v-ozjorakh-osobennosti-formirovaniya-mediasredy-malykh-gorodov-rossii-na-primere-g-ozjory-moskovskoj-oblasti
Non-profit organizations programs for journalists	Open Healthcare University: «Public healthcare: business, government, society» (doctors, business community representatives, public organizations, journalists)	[Online]. Accessed from http://www.ohi.ru/

Academic Programs (Specializations and Subjects)	Content (examples)	Source of Information
Corporate programs for journalists and freelancers	Russian Journalists Union, Center for Creative Programs: educational and enlightenment programs; Mass Media contests on social, cultural and other themes; creative projects support; festivals; scholarships. «Russian Reporter: Summer School»: a social and educational platform for interdisciplinary programs and projects carried out by students, lecturers, schoolchildren, journalists and researchers.	Russian Journalists Union Website: [Online]. Accessed from http://www.ruj.ru/_projects/projects.php [Online]. Accessed from http://letnyayashkola.org/soc-jour/
Journalists' hackathons.	«Social Technologies Greenhouse»: a social and educational project aimed at forging links between the non-government sector and IT-community; advisories, conferences, master classes, round table discussions, TEST-camps.	Social Technologies and Civic Applications. Interview with E. Tomicheva. «Svoboda» radio station, 2012. 8 September [Online]. Accessed from https://te-st.ru/
Distance learning programs	MSU-based programs featuring the Social Information Agency: «Social Journalism», «Charity Guide for Beginners», «Gender Study Guide for Beginners»	Cutting Down The Distance: Public Sphere-Oriented Distance Learning Background. (2007). Moscow: SIA.

Table 2

Social journalism: thematic module program

Objectives	Content Structure	Educational Technologies and Means of Analysis
«Public Sphere: Current Problems»: acquiring the basic humanities-oriented background and creating the platform for future specialized subjects within the module aimed at establishing the subject-matter competence of a journalist	Insight into the humanitarian media agenda; social and cultural layers of the Russian society; social costs and lessons learned from past reforms; Russia in the global humanitarian ratings; social and cultural policy of the state; humanities segmentation; social groups and social dialogue issues; ethical and psychological issues on the personal and public level; social deviations and ways to tackle them.	Open classroom activities by lecturers and external experts, discussions, excursion program. Expert writing based on specialized methods.

Objectives	Content Structure	Educational Technologies and Means of Analysis
«*Social Journalism Typology*»: getting to know the existing media platforms, discovering the best practices and understanding the negative factors affecting the present communicative strategies.	Communicative strategies applied by social journalism; public sphere topics in the information agencies performance, newspapers' and magazines' best practice; social television and radio journalism; public sphere Internet	Lectures, workshops, visits to editors' offices. Exam paper based on the up-to-date means of media analysis
«A Journalist's work in the Social Journalism Sphere»: shaping the basic technological skills in the sphere of social journalism taking from the professional ethics perspective	Selecting and developing social agenda topics; efficient genres and formats for social themes; peculiarities of work in the print and electronic public sphere-oriented media; ethic norms in the sphere of social journalism	Practical modules; student media releases: a magazine issue, a TV-program, a non-profit organization web-site concept. A test paper based on the suggested solutions to practical issues

Objectives	Content Structure	Educational Technologies and Means of Analysis
«Author Technologies in the Sphere of Social Journalism»: getting familiarized with the best practices by the leading social journalism representatives, understanding the discreet working patterns to be appled to the future texts of one's own	Human rights issues (Z. Svetova). Mutual help journalism (V. Panyushkin). Contemporaries' portraits as a society simulator (L. Guschina). Lower levels of the society: social report (E. Kostyuchenko). Social conflict coverage (D. Sokolov-Mitrich). Social investigations (O. Gerasimenko). Volunteer movement (O. Allenova) Public sphere-oriented columns (N. Radulova). Drivers' rights protection (D. Evdokimova). Social aspects of war journalism (A. Babchenko). Healthcare topics (E. Gordeeva).	Master classes by the leading public sphere journalists. Test paper on the journalists' experience.

Objectives	Content Structure	Educational Technologies and Means of Analysis
«Social Advertising»: getting the basic knowledge of social advertising, discovering the West-European, American and Russian social ad best practices and corporate social responsibility projects; developing the creative advetising skills	Social advertising background in this country; today's social advertising in Russia; social advertising as a means of corporate social responsibility; legal and ethical regulations in social advertising	Lectures; an advertising project development. Test paper on the project outcome
«Social Engineering in the Mass Media»: acquiring the basic knowledge and the essential information on social engineering; getting to know the non-profit organizations expertise; discovering the PR methods of civic initiative promotion	Social *PR*. Social engineering in the third sector; volunteer projects with the non-profit organizations and Mass Media; social engineering in creative journalism; social projects in action	Lectures; excursions; expert analysis; group project participation. Exam essay paper on a non-profit organization, project presentation

Diagram 1

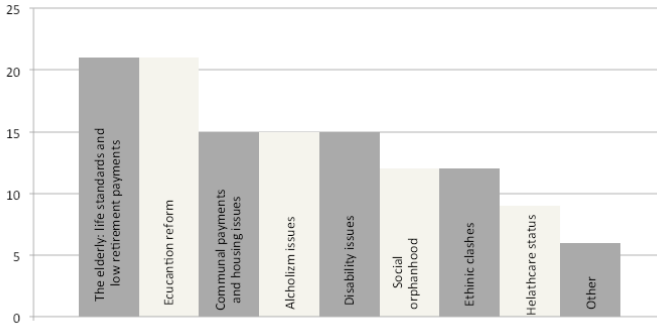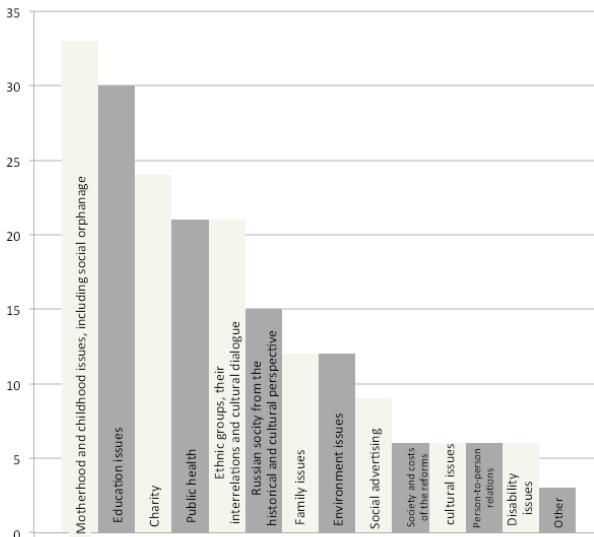## Most urgent public sphere problems as viewed by MSU students

Diagram 2

Public sphere problems to be covered first

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