# NEW COMPETENCES FOR FUTURE JOURNALISTS: RUSSIAN JOURNALISM EDUCATION EXECUTIVES EVALUATE INDUSTRIAL DEMAND

# НОВЫЕ КОМПЕТЕНЦИИ БУДУЩИХ ЖУРНАЛИСТОВ: КАК РУКОВОДИТЕЛИ ЖУРНАЛИСТСКОГО ОБРАЗОВАНИЯ В РОССИИ ОЦЕНИВАЮТ ЗАПРОСЫ МЕДИАИНДУСТРИИ

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*The article provides results and analysis of the survey of how journalism educators as main stakeholders in Russian journalism education evaluate the current situation in the area of high professional education. The survey also focuses on what decisions on curriculum priorities they make, what revisions in education programs they plan*

*according to new requirements of the Russian media industry, and what competences are being envisaged for the future media practitioners. The article presents results of the national survey of Russian JE (Journalism Education) executives – deans, directors and heads of different schools /chairs/institutions which provide journalism training in a wide range of educational structures from universities to academic chairs. Geography of the study covers journalism education all over the country – from the enclave Kaliningrad in the Western part of Russian to the Siberia and the Far East region. The study showed that while journalism basic courses are still at the core of the education programs, digital professional competences and tech savvy skills, due to their innovative nature and attractiveness to employers, predominate in modern journalism training. We also revealed that there exists a common understanding of the need for further developments of JE towards cross-platform and networking programs.*

**Key words:** *journalism education; bachelor's degree; journalism competences; multimedia; convergence.*

*В статье анализируются результаты опроса российских педагогов как основных участников образовательного процесса и их оценки современного состояния профессионального журналистского образования в стране. В фокусе внимания их представление об изменении потребностей медиаиндустрии в кадрах, перемены, которые в связи с этим произошли в программах обучения журналистов, новые компетенции, которые предлагаются для освоения будущим профессионалам. Исследование проводилось в рамках общероссийского опроса руководителей – деканов, директоров, заведующих кафедрами образовательных структур разного уровня, от факультетов до университетских кафедр, где ведется подготовка журналистских кадров. Опрос географически охватил журналистское образование всей страны – от Калининграда до Сибири и Дальнего Востока. Исследование показало, что наряду с базовыми профессиональными компетенциями, которые остаются основой журналистского образования в обу-*

*чение активно вводятся цифровые умения и навыки технически продвинутых профессионалов. Участники опроса оказались единодушными в том, что журналистское образование движется в сторону кроссмедийных и сетевых решений.*

**Ключевые слова:** *журналистское образование; диплом бакалавра; журналистские компетенции; мультимедиа; конвергенция.*

## Introduction

In Russia, like everywhere in the world, media industry and journalism as a profession survived turmoil times. The move to new professional values and practices in Russian journalism began after the break-up of the Soviet Union in 1991. Changes in the Russian media system brought about a new understanding of the profession, in which standards of uncensored reporting and investigative journalism held the central place. In the 1990s–2000s Russian journalism faced several professional and moral conflicts, but many of them derived from the double-sided nature of Soviet journalism that socially and culturally belonged to the field of literature, and at the same time clearly was a politically and ideologically determined profession.

In the context of the Russian shift to new economic and social structures, journalism was affected by new trends. Processes of standardization, commercialization, and commoditization have changed the newsroom environments and led to the establishment of new professional values – sensationalism, appeal to large audiences, and mass tastes, and infotainment (Vartanova, 2012: 138). In parallel, the national system of journalism education carried out both by universities, where it originated in philological faculties, and by high communist party schools started to change. For decades, the mixture of the two fields – literature/philology and ideological work – defined the character of the journalism education. The creative nature of the profession was strongly emphasized, while the importance of technological skill remained limited. The post-Soviet decline in journalism as a creative profession was paralleled by the

birth of new openly commoditized professions in advertising and public relations that outsourced talents from journalism. Professional standards of advertising and public relations eroded journalistic values; concealed advertising, image making, and information wars became widespread phenomena in Russian journalism of the late 1990s to early 2000s. This all challenged not only professional standards and values in Russian newsrooms, but also the structure, focus, and formats of journalism education.

On the other hand, in the context of ongoing technological changes Russian journalism educators, like educators elsewhere in the world, try to reload high school syllabuses in order to meet the current demands of the media industry and profession. Moreover, the role of journalism education for academic reflection and more broad understanding of profession increased. As Hallin and Mancini put it: "Formal "professional" training has become increasingly common, and does often play an important role in defining journalism as an occupation and social institution" (Hallin, Mancini, 2004: 33). The changes in journalism coincided with deep transformations in Russian national high education system, when in 2011 a sharp jump to Bologna process and European educational standards was made.

The key feature of the Bologna's educational reform – a competence approach – has became a platform used in preparation arrangements for designing the new Federal State Educational Standard in Journalism adopted in 2009. It stimulated educators' debates on competences and ways to teach them. The list of professional competences, which shaped the fundamentals of the Standard, was formulated during the meetings of the Methodological Council for Journalism Education in between 2008-2009, however nowadays in the context of the rapid technological and professional change it requires upgrading. Recast of the document was announced in the spring of 2013 and is already in the process. This article focuses on the analysis of how the academic stakeholders of JE system in Russia respond to challenges of innovations and expansions in media industry.

## Theoretical Framework

Debates on media revolution started in the middle 1990s were crystallized in the Western and Russian theoretical works after almost a decade (Quinn, Filak, 2005; Internet Newspapers: The Making of a Mainstream Medium, 2006; Boczkowsky, 2004; Meyer, 2006; Kung, Picard, Towse, 2008; Vartanova, 2009). In parallel to this, journalism educators in Europe formulated the conventional list of major professional competences for students that should be supported by their education and training (Tartu Declaration, 2006). The European experience enriched the competence frames for the Russian State Standard in journalism education adopted in 2009 and implemented to education system in 2011.

Several years after the adoption of the Tartu Declaration and Russian Standard, both documents were criticized for not keeping pace with further radical changes in journalism practices. Critics of the documents argued that they don't universally affect professional competences in the schools of journalism at the national and global levels (Drok, 2011). The obvious need for revisions of the JE in the context of "the networked journalism" (Van Der Haak, Parks, Castells, 2012) was actively debated during many international conferences, including the European Journalism Training Association Conference (EJTA). Further research showed a consensus about the future of the main competences and helped to formulate new ones (Drok, 2011). The renovated Tartu Declaration with innovated competence list was approved during the 3rd World Journalism Education Congress in Mechelen in 2013.

In this context, Russian journalism education institutions and study programs have also turned to the path for renovations. This is why the academic investigation of the current state and dynamics of the Russian journalism education could also enrich understanding of the present Russian media landscape.

## Research methodology

The online survey performed in March-April 2013 was conducted in JE institutions of Russian Federation – from universities to academic chairs (Lukina, Shiryaeva, Svitich, 2013). Geography of the study covered institutions engaged in journalism education (BA level) all over the country – from the enclave Kaliningrad in its Western part of Russia to the Far East region. The questionnaire was circulated among high school executives in 103 institutions; the respondents included the heads of 64 schools – a reasonably representative sample within the total number of 134 Russian high schools developing journalism programs. Two different groups of respondents were distinguished for the further comparative analysis. The 1st group included representatives from 35 institutions – state universities on federal and regional levels. The 2nd group included 29 non-governmental and non-core institutions also engaged in journalism education.

*Table 1*

**Academic position of respondents**

| Academic position | 1st group | | 2nd group | |
|---|---|---|---|---|
| | Abs. | % | Abs. | % |
| Dean | 16 | 46 | 9 | 31 |
| Deputy dean | 3 | 9 | 0 | 0 |
| Chair | 15 | 43 | 20 | 69 |
| Other | 2 | 6 | 1 | 3 |
| No answer | 0 | 0 | 1 | 3 |

The respondents were either deans or chairs of journalism departments. At that point the 1st group was represented by 55% of deans and deputy deans, the 2nd group included 2/3 department chairs within the structures of related departments, and tended to be philological. In average about 41% of respondents have doctoral (full PhD) degrees, others are candidates of science. In a whole the selection of respondents demonstrates the high level of expertise.

*Table 2*

**Academic degree of respondents**

| Degree | 1st group | | 2nd group | |
|---|---|---|---|---|
| | Abs. | % | Abs. | % |
| Doctoral degree | 15 | 43 | 11 | 38 |
| Candidate of science | 20 | 57 | 17 | 59 |
| No degree | 0 | 0 | 0 | 0 |
| No answer | 0 | 0 | 1 | 3 |

## Research questions

Research questions concentrated on the opinions and attitudes of journalism educators to various academic and industrial issues, such as course diversity, specializations and profiles in the JE programs, program ratings in universities and journalism schools, demand for journalists in different regional labor markets, demand for professional journalists, renovation of journalists professional competences, attitudes to changing demands from media industry and careers. The study was also focused on the detailed examination of the expansion of professional technological competences with the emphasis on tech savvy skills.

## Results

### 1. JE programs: standardization and academic liberties

The first examined question concerned the opening dates of bachelor's education programs. A jump to Bologna's two-level system in 2011 was not as rapid as it was assumed. Only 43% of the first group institutions opened bachelor's programs in 2011, and 72% – of the second group. But there have been implementations of bachelor's level programs years before – since 1990s, though they were mostly designed for foreign students.

*Table 3*

**How long has your school been providing bachelor's education in journalism (in %)?**

| Since | 1st group (n=35) | 2nd group (n=29) |
|---|---|---|
| 1993 | 3 | 0 |
| 1995 | 3 | 0 |
| 1996 | 3 | 3 |
| 2002 | 3 | 0 |
| 2004 | 3 | 0 |
| 2005 | 3 | 7 |
| 2006 | 3 | 3 |
| 2007 | 0 | 3 |
| 2008 | 3 | 3 |
| 2009 | 3 | 0 |
| 2010 | 17 | 7 |
| 2011 | 43 | 72 |
| 2012 | 3 | 0 |
| No answer | 9 | 0 |

In compliance with the Bologna declaration signed by the Russian Federation, the admission to specialist 5-year journalistic programs was closed in 2014 and all universities and high schools were obliged to start the first-level BA programs as a part of the two-level high education system.

Almost all JE institutions designed their study programs in the frames of the Federal State Educational Standard in Journalism (2009), however there were several schools and universities which got the right to create their own educational frames – both educational standards and curriculum – among them were Lomonosov Moscow State University, St. Petersburg State University and a few other leading high schools. Our research sample includes only one university, which got this right – Lomonosov Moscow State University.

Although program standardization prescribed common educational goals in providing basic knowledge and professional skills, all Russian educational institutions received quite substantial academic liberties. As for programs'

curriculum, new changes resulted in the fact that each school could develop a bigger number of elective courses or a program profile. In table 4 the respondents' answers concerning variants of program profiles are presented. It is not an easy task to fix exact profiles of JE programs, since the questionnaire was not aimed at doing this; it was primarily focused on formulating an open question about variations of industrial and thematic profiles.

In addition to the classification of answers (see table 4), it should be added that many institutions have opened more than one program.

*Table 4*

**What is the program's profile (in %)?**

| Program's profile | 1st group | 2nd group |
|---|---|---|
| General / universal journalism | 63 | 65 |
| TV / radio / broadcasting | 40 | 14 |
| Print/press/newspaper/ print and Internet | 31 | 7 |
| Advertising/advertising and public relations/ public relations | 15 | 3 |
| Multimedia/Digital / Convergence / New media | 9 | 12 |
| Visual journalism | 3 | 0 |
| Management, marketing | 3 | 0 |
| Sports journalism | 0 | 3 |
| Culture journalism | 0 | 3 |
| Art critics | 0 | 3 |
| Music critics | 0 | 3 |
| Information in the state and commercial structures | 3 | 0 |
| Publishing / Design / Print production | 3 | 3 |
| Translation | 0 | 3 |
| Other profiles | 40 | 38 |

More than 60% of institutions have focused their programs on the general (or universal) journalism, others are either industrially or thematically oriented. It is not surprising that the number of programs in print journalism is less than in TV, radio and broadcasting, but surprisingly multimedia and digital journalism topics are not at the top

of the list either. Many schools have programs in related areas – media management, media marketing, design. Some schools also offer programs in advertising and public relations, although they try to separate them from journalism programs, both organizationally and academically. On the other hand, there is no common position among universities and schools in evaluation of program success during the past two years after the new Federal Standard came into force. It is interesting to note that within the 2nd group, which represents non-governmental and non-core institutions a bigger number of programs represents thematically oriented profiles – such as sports, culture, art journalism, and music critics. The possible explanation could stem from their close relations with the main profile of the educational organization, which often provides a big variety of professions and education tracks. All Russian academic schools have the right to choose a program profile and teaching methods independently by their own decision.

About 44% of respondents have underlined that their educational programs are quite successful but 53% are not satisfied with their results and claim that there are difficulties. Results in two groups demonstrate that representatives of the classical universities are more satisfied with the results of educational process than those from non-governmental and non-core institutions (54% and 31% respectively).

*Table 5*

**How would you evaluate the success of your bachelor's program for the last two years (in %)?**

| Variants of answer | 1st group | 2nd group | Average |
|---|---|---|---|
| 1. Education is quite successful | 54 | 31 | 44 |
| 2. There are difficulties | 46 | 62 | 53 |
| 3. Do not know | 0 | 7 | 3 |

The main reason is related to the process of reformation of the whole high education system: according to the survey, educators were not happy

with the transition to 4 years bachelor's format of studies and a to new curriculum with reduced teaching hours for academic courses, practical training and specializations. Another current problem is connected with the pitfalls in the secondary school education and the psychological immaturity of 16-17-year old students of the 1st year which also influence the quality of the future journalism education. Respondents were also critical about quality of modern textbooks and the lack of software in classrooms. Financing was another serious reason for educators' dissatisfaction.

**2. Careers: between high-level and medium-level demand**

The issue of the industrial demand for journalism program graduates is crucial for journalism schools. The data below is based on the analysis of JE executives' responds. In fact, most of the institutions regularly conduct monitoring of the field market demands for careers in journalism. In the 1st group of respondents this percent is close to maximum.

*Table 6*

**Does your institution monitor the journalistic labor market (in %)?**

| Variants of answer | 1st group | 2nd group |
|---|---|---|
| Yes | 97 | 79 |
| No | 3 | 17 |
| No answer | 0 | 4 |

According to the respondents, the understanding of the career market is usually based on sociological surveys or questionnaires of the main stakeholders: chief editors, practical journalists, graduates, media human resource departments. Besides, the situation is constantly studied through analyses of data received from different governmental and non-governmental sources, media and mass communication institutions, reports from students' media internships, or via personal contacts.

Taking into account the results of our survey, it is possible to identify the following trends regarding the dynamics of the labor market demand. Responses to the question about the demand for journalists in regional markets were concentrated within "high" (49-55%) and "medium" (46-45%) rating. More detailed data analysis demonstrates that respondents from the 2nd group of non-governmental institutions express more confidence in the industrial demand for their graduates, 55% of them are sure that there is a high need for journalists in their region.

*Table 7*

**How do you estimate the demand for journalists in your region (in %)?**

| Ranking | 1st group | 2nd group |
|---|---|---|
| High | 49 | 55 |
| Medium | 46 | 45 |
| Low | 3 | 0 |
| No answer | 3 | 0 |

Due to the fact that until 2015 not all schools will have BA graduation, there is no full understanding whether the need for journalists with bachelor's degree is satisfied. But we could make preliminary conclusions rising from the practice of those 25% of schools, which have moved to BA program in the first wave. More than 60% of respondents from both groups are sure about the high demand of the labor market, 33-38% have no doubts regarding medium-level demand.

*Table 8*

**If you already have bachelor's degree graduates, how would you evaluate the level of demand at labor market for them?**

| Ranking | 1st group | 2nd group |
|---|---|---|
| High | 62 | 67 |
| Medium | 38 | 33 |
| Low | 0 | 0 |
| No answer | 0 | 0 |

The perspectives of media career needs were in the focus of the survey as well. The opinions of the two groups of journalism education executives split their opinions unequally. More than 31% of respondents from the first group assume that career needs will grow, although more than half of respondents consider that it will remain at the same level. Opinions from the second group of respondents are distributed in the opposite proportion: 62% believe that staff needs will increase, 31% understand that it will remain at the same level. Only few respondents from both groups think that the decrease of staff needs will be low, 6% in the first group and in the second one – even 3%. Thus, in average around the whole country, according to the heads of journalism schools and chairs, there would be still a career perspective for their graduates.

*Table 9*

**How do you assess changes in staff needs for media industry in the next ten years (in %)?**

| Variants of answers | 1st group | 2nd group |
|---|---|---|
| Increase | 31 | 62 |
| Remain at the same level | 54 | 31 |
| Decrease | 6 | 3 |
| No answer | 9 | 3 |

**3. Competences: a switch to tech savvy skills**

The most interesting data represent findings concerning the estimations of what kind of journalism professions are actually in demand. While ranking the answers, it became clear that along with traditional journalism and professions for "old media" there was a high demand for media careers for the Internet media. These two professional fields got an equal share of 46% in the first group of respondents, though respondents from the second group consider that new media professions are in higher demand than the "old" ones.

*Table 10*

**What professions, in your opinion, are particularly in demand today at the journalism labor market (in %)?**

| Variants of answers | 1st group | 2nd group |
|---|---|---|
| Journalists for Internet media: reporter, editor, SMM specialist, visual editor, web-journalist | 46 | 38 |
| Journalists for "old media": reporter, correspondent, news reporter, editor, columnist | 46 | 24 |
| TV careers: producer, editor, anchorman, correspondent, cameraman | 34 | 38 |
| Designers: print designer, web designer, layout specialist | 26 | 10 |
| Public relations: PR co-worker, PR analyst | 17 | 10 |
| Convergent journalists | 17 | 7 |
| Journalists for local newspapers: correspondent, editor | 17 | 3 |
| Radio careers: anchorman, correspondent | 14 | 14 |
| Journalists for print media: editor, correspondent, visual editor | 14 | 17 |
| Analytical journalism: columnists in different spheres | 11 | 17 |
| Photojournalists | 11 | 0 |
| Advertising specialists | 9 | 3 |
| Journalists for corporate media | 6 | 10 |
| Managing editor | 6 | 3 |
| Media managers | 3 | 14 |
| Sound man | 3 | 3 |
| Copywriters | 3 | 6 |
| Chief editors | 3 | 0 |
| Specialists in publishing | 0 | 3 |
| Video and sound engineer | 6 | 3 |
| Linear and non-linear editor | 3 | 0 |
| Producer for creative industries | 3 | 0 |
| GR director | 3 | 0 |
| Sociologist | 0 | 3 |
| Journalist interpretor | 0 | 3 |

Jobs for the television sector were placed at the third position, and it is interesting to note that the second group of respondents gives to these professions the same importance as for Internet media related professions. A high demand has been found for designers' occupations, especially for jobs oriented both to print and to the web media. Public relation specialists, convergent journalists and careers for local newspapers received the same rankings by the representatives of the first group, though the second group did not rate their modern demand so highly. The explanation for such divergence could be found in peculiarities of local media systems, as well as in profiles of institutions, where journalism programs are implemented.

One of the survey questions addressed careers, which in the future might be of higher demand. The responses could be listed in the following way (data for both groups):

Internet, multimedia, universal and convergent journalists – 48
Broadcasting journalists – 15
Copy-editors – 9
PR analysts – 8
Online media designers and infographers – 8
Media managers and experts in marketing – 5
News reporters – 4
Photojournalists – 3
Media system administrators and programmers – 3
Print media journalists including local press – 3
Copywriters – 2
B-to-B journalists – 2
Media educators – 1
Stringers – 1

At the same time, academic experts anticipate the reduction of the following media careers:

Print media journalists – 21
Broadcasting journalists – 17
Photojournalists – 3

News reporters – 2
Advertisement and PR – 2
Observers and columnists — 2
Interviewers – 1
Executive secretaries – 1
Video engineers – 1

The next question with the descending scale 5-1 addressed professional competences in regard to practical needs, demands of employers and experience of bachelor's training (table 11). It is worth mentioning here that the Federal State Standard in journalism education describes competences according to a diverse number of professional functions for journalists as creative writers, editors, analytics and planners, managers, as well as social project-managers and technologists (Federal State, 2009).

*Table 11*

**Please, rate the importance of the demand of employers in regard to today's practical needs and your experience of bachelors' training (in %; point 5 – "the most important")**

| Professional sphere and competences | 5 | 4 | 3 | 2 | 1 | No answer | Rating |
|---|---|---|---|---|---|---|---|
| ***Copy writing*** | | | | | | | |
| Find relevant issues and angles, plan further journalistic work | 84 | 12 | 0 | 0 | 0 | 3 | 4,78 |
| Gather information using adequate newsgathering techniques, be able to select, interpret and analyze information | 87 | 9 | 0 | 0 | 0 | 3 | 4,71 |
| Present information using different platforms (words, pictures, video, graphics, etc.) in accordance with media type and genre | 83 | 12 | 2 | 0 | 0 | 3 | 4,65 |
| ***Editing*** | | | | | | | |
| Evaluate the final version of the text | 62 | 23 | 8 | | | 6 | 4,26 |
| Edit different type of texts (verbal, audio, video, etc.) according to norms, standards, formats, styles and technological requirements of different media types | 80 | 14 | 0 | 0 | 2 | 5 | 4,78 |

| Professional sphere and competences | 5 | 4 | 3 | 2 | 1 | No answer | Rating |
|---|---|---|---|---|---|---|---|
| Select, edit, structure, package information from different sources, Internet, agencies, PR-structures, other sources, including government and non-government organizations, audiences | 70 | 23 | 0 | 0 | 2 | 5 | 4,44 |
| ***Analytics and planning*** | | | | | | | |
| Plan, gather, analyze content for a media project | 56 | 23 | 14 | 0 | 0 | 5 | 4,14 |
| Participate in design, planning and fine-tuning of a media project concept (channel, outlet, issue), its model and format | 50 | 34 | 12 | 0 | 0 | 3 | 4,22 |
| Develop a local media project | 52 | 31 | 9 | 2 | 0 | 6 | 4,15 |
| Participate in perspective and planned media production, plan personal journalistic work | 59 | 2 | 6 | 0 | 0 | 6 | 4,25 |
| Participate in a team media evaluation (professional reflection) | 55 | 31 | 11 | 0 | 0 | 3 | 4,44 |
| ***Managerial work*** | | | | | | | |
| Participate in media production; be able to carry out producing and managerial. | 45 | 31 | 20 | 0 | 0 | 3 | 4,09 |
| Be able to promote a media product, carry out its advertising and informational support | 34 | 50 | 11 | 2 | 0 | 3 | 4,07 |
| ***Communications and social project management*** | | | | | | | |
| Engage representatives of different social segments and all required sources in order to balance stories | 58 | 23 | 16 | 0 | 0 | 3 | 4,30 |
| Be able to interact with different sources at all stages of story building | 44 | 27 | 20 | 3 | 0 | 3 | 3,94 |
| Be able to process editorial mail (selection, analysis, preparation for publication) | 47 | 22 | 22 | 2 | 0 | 8 | 3,93 |
| Participate in planning social events (discussions, debates, etc.) | 52 | 31 | 14 | 2 | 0 | 3 | 4,30 |
| Be able to take part in organizing media actions and social projects | 30 | 47 | 16 | 5 | 0 | 3 | 3,86 |
| Plan interactive communication with audiences | 69 | 23 | 5 | 0 | 0 | 3 | 4,52 |
| Be able to provide public response of stories | 37 | 42 | 11 | 5 | 0 | 5 | 3,96 |

| Professional sphere and competences | 5 | 4 | 3 | 2 | 1 | No answer | Rating |
|---|---|---|---|---|---|---|---|
| ***Publishing and technologies*** | | | | | | | |
| Make ready materials for publication, broadcasting in accordance with technological standards | 80 | 16 | 2 | 0 | 0 | 3 | 4,70 |
| Participate in production process of a newspaper, radio and TV programs (lay-out, editing of audio and video) in accordance with modern technology | 69 | 23 | 5 | 0 | 0 | 3 | 4,22 |

The research demonstrated that most of the executives consider the demand for creative writing, editing, publishing and skills in technologies to be the most important demand from the labor market journalism programs'. In their view, analytical, managerial, and social project management functions have lower importance. Some of communicational competences were also ranked not so highly, though the process of engaging audiences in media production and social networking has been recently actively discussed by experts and media practitioners (Van Der Haak, Parks, Castells, 2012). Anyway, the social project management competences got on the average 4 points due to the growing need for more professionals in social communication and networking.

Among key new competences the ones most frequently mentioned were those related to the use of digital technologies. That is why the questionnaire addressed some questions to examine the need for computer-based skills in software and competences to use those new skills. It turned out that the vast number of Russian journalism educational institutions have already included IT technology courses in their programs and shaped useful computer based skills for journalists' work. Moreover, the responses from the second group that represents non-governmental and private schools were similar to those from the large state universities.

The questionnaire also examined the type of software training included into journalism schools' curricula. The list of software skills was borrowed from Media Hackers survey held in March 2013 within EJTA

Revised Tartu Declaration Project. Below there are findings related to the number of schools that have included computer based skills in software, as well as the results describing what kind of related fields to use the new skills are covered, and what tasks on computers, smart phones and tablets students are able to perform.

*Table 12*

**What software skills are included into the basic educational program of your departments, schools of journalism? (in %)**

| Computer based skills in software | 1st group | 2nd group |
|---|---|---|
| Windows, Linux, MacOSX or other operation system | 89 | 90 |
| Word or other word processing application | 97 | 93 |
| Excel or other spreadsheets application | 86 | 83 |
| Quark Xpress, In Design or other layout software | 83 | 83 |
| Photoshop or other image processing applications | 94 | 86 |
| Audition or other sound processing applications | 71 | 69 |
| Premiere or other video processing applications | 77 | 76 |
| Wordpress, Drupal or other web mastering applications | 37 | 52 |
| **Fields to use the new skills** | | |
| Social networking (Facebook, Google+ , etc.) | 89 | 93 |
| Professional networking (Linkedin и др.) | 34 | 38 |
| Blogging | 89 | 93 |
| Twitter | 69 | 83 |
| Instant messaging (Skype, MSN, Viber, etc.) | 74 | 79 |
| Podcasting | 57 | 45 |
| File hostings (YouTube, Picasa, Flickr и др.) | 77 | 66 |
| Web radio | 54 | 55 |
| Web TV | 60 | 55 |
| Cloud technologies | 35 | 36 |
| **Ability to perform the following tasks on computer** | | |
| Web browsing | 94 | 90 |
| Communication via Instant messaging services (Skype, MSN, etc.) | 74 | 83 |
| Communication via email | 89 | 86 |

| | | |
|---|---|---|
| Word processing | 91 | 86 |
| Create graphs | 74 | 86 |
| Layout and preprint | 74 | 83 |
| Website content management (Wordpress, Drupal, Joomla, etc.) | 37 | 55 |
| Content visualization and mapping | 46 | 48 |
| Blog management | 71 | 83 |
| Posting in Twitter | 69 | 79 |
| Social networking (Facebook, Google+, etc.) | 80 | 86 |
| Social media marketing | 34 | 55 |
| Image processing | 86 | 83 |
| Sound editing | 66 | 76 |
| Video editing | 66 | 3 |
| **Ability to perform the following tasks with smart phone / tablet** | | |
| Web browsing | 66 | 79 |
| Communication via email | 69 | 79 |
| Word processing | 66 | 79 |
| Website content management | 46 | 59 |
| Communication through social media sites | 66 | 79 |
| Blogging | 54 | 72 |
| Image processing | 60 | 76 |
| Video editing | 54 | 66 |
| Sound editing | 54 | 55 |

Results of the survey have shown that skills to use well-known and widespread software and technological skills in general are trained in a vast number of schools, and they include Word or other word processing applications, Photoshop, Excel, etc. Training in layout software is also included into the curricula in those schools, which have programs in the newspaper production. The situation looks worse in the schools with more specific programs in web production, multimedia software and with training cross-platform oriented skills. According to the results of the survey, schools pay less attention to training in sound and video processing and in fields where these skills are used – podcasting, web radio and TV. But as far as we observed the

trends in modern journalism education, the competences on filming, recording and processing of audio, video and photo, as well as content visualization, represent the most actual industry's demands and many requirements to graduates. There also remains a need to incorporate training in the use of cloud technologies into programs for both groups of universities.

The situation in the area of the newest journalists' communication and network-specific competences and skills is even worse. Though social networking is a growing sphere in media labor market, only about one third (36%) of schools pay attention to training to work for social networks, and less than a half (44%) understand the need to train in the area of the social media marketing as one of the key innovations in media practice. Respondents have also added new envisaged positions to the list of competences in response to demands from the media market. The short list of their suggestions includes the following:

- the ability to think convergently and produce a product on multimedia platforms;
- the ability to develop communicative skills and working in a multimedia team;
- skills to do social networking and blogging;
- the ability to understand social marketing;
- the ability to do web mastering and design;
- digital literacy;
- the ability to understand big data;
- the ability to work with data bases

## Discussion and conclusion

The understanding of the survey results should involve both the assessment of developments in Russian journalism education as a response to the requests of the media industry and profession evolution in general. Sixty four high education executives have been asked to

describe the states of education in their institutions and evaluate how it meets industrial demand. Questions of the survey were aimed to discover views and attitudes of the journalism educators concerning actual academic and industrial issues: course diversity, specializations and profiles, program ratings, local demands for journalists, renovation of professional competences, approaches to changing demands for media careers. The study also demonstrated the scope of professional technological competences as understood by journalism educators and showed the current importance of tech savvy skills.

The survey proved the current trends in journalism education in the age of convergent media, describing profiles that have been announced in the programs of Russian journalism schools and in the courses, which educators themselves considered to be the most important, together with the skills and job attributes that were considered the most desirable for job candidates by media companies.

The results have indicated that Russian journalism education might be characterized by a diverse landscape of programs characterized by a vast variety of specializations and profiles. The largest number of programs provides teaching for general journalism, print and broadcasting journalism. There is nothing surprising in fact that the number of programs in print journalism is becoming smaller than in TV and radio, and that many schools provide programs in related fields – media management, advertising and public relations. However, it is worth mentioning that multimedia and digital journalism programs are not yet at the top of the list. A relatively big number of schools still focuses on classical careers for print and broadcasting, and traditional competences for reporters, correspondents, and analysts still stand at the core of the journalism education. At the same time, respondents pointed to increasing demands for Internet, multimedia, and convergent journalists, and give these professions more future perspectives than for positions in broadcasters.

Some institutions have already revised their programs and added to their syllabuses more training in technologically oriented skills in software. But scope of these programs' use remains undeveloped. While

most of schools still teach for old media companies, the majority of respondents understand that crucial trends of journalism changes are dealing with Internet and multiplatform content production and inspire new careers perspectives that would be of the higher demand in the nearest future. Making conclusion on what professions, according to the results of the survey, would be in particular demand and what programs should be offered to newcomers in journalism schools, it was discovered that a visible gap between education programs supply and industrial demand still continues to exist.

In addition, it should be noted that discussions about the status of the journalism education in Russia have been characterized by a high degree of dissatisfaction. A number of journalism school executives were not confident in success of BA programs, and there were several reasons for this uncertainty. Since most of institutions provide monitoring of market demands for media careers, their estimations of the regional needs for journalists differ and fluctuate between high and medium level, but forecasts for the next ten years are visibly lower. At the same time, respondents from schools, which started to provide bachelor's degree in the first wave, give not very high ratings for their demand at the labor market as well.

Nevertheless, most of the respondents agree that the industrial demand calls for the revision of their programs and their re-orientation to new digital professions for convergent newsrooms. The survey has demonstrated a big concern for programs and curricula renovations. In order to achieve these goals, schools should establish and support modern infrastructure and technical base, install new computers and software, use cloud technologies, and train the skilled trainers who regularly upgrade their professional competences.

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