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1. Journalism Education and Problem of Asian Value Formation

The Kuala Lumpur seminar on "Asian Values in Journalism" focuses on particular value rather than universal value, I think, because Asian value is the concept involving the regional speciality.

I am going to review trends of each country's journalism researches according to the region in order that I may comprehend the regional specialties.

1) The trends of Journalism Education Researches

I have reviewed the trends of journalism education researches in America, England, Germany, Middle East Asia, Africa, Latin America.1)

And I have reviewed the trends of Asian countries, for example, researches by Anura Goonasekera(1990) 2), Mohd Hamdan Adnan(1990) 3), B.S. Thakur and K.E. Eapen, (1990) 4) and Youichi Ito(1990) 5)

Goonasekera puts an emphasis on the fact that the researchers must ^{interest in} values underlining the various components of teaching programmes except simple skills and knowledge, using the general concept of communication education. He regards the linkage with social needs as more important than skill education in teaching journalism so that he stresses the researchers must review communication education within social realities.

He has noted that most of scholars approve to value-orientation in communication teaching but do not approve to what a value. Mr. Goonasekera's research gives us the important suggestion.

2) The Problem of Asian Value Formation

I found that researchers do not primarily interest in value formation regarding journalism education in ^eAmerica, Europe, Latin America, Africa. Some researchers interest in that problem only in part. They study journalism education seeking for universal value rather than particular value in such a nation which dominantly influenced the flow of world information, like an American research case. The American researcher criticizes the nationalistic education which has made students contribute to protect ^{inf}national interest and diffusion of ethnocentric superiority with strong influence of mass media.

Latin American and African researchers study journalism education in the direction of seeking particular value in the light of colonial experience or experience under American rule. We can find this kind of approach common in the past colonies in Asia, different from ↵ Japan which was colonial imperialist.

I think this approach is in the same context of Mr. Goonasekera's viewpoint. Therefore, We must regard Asian particular value formation as the most important issue which we almost have ignored in journalism education and its research.

But we ,at first, have to define what Asian particular value is, for the conceptualization of the value is not accomplished. Is Asian value the oriental value to the occidental value? Or is it Asian historical and traditional value? Otherwise, is it the value which Asian region must seek for in the dimension of a bloc confronting with internationalization or globalization?

2. The Problem of Korean Journalism Education

In Korea , we face to same problems in journalism education as the above-mentioned problems in other regions, especially Latin America and Africa. Moreover, we must resolve problems discussed in Asian researches, especially dependency on America and emphasis on theory in education.

Korean journalism was originated from the first teaching of journalism at one private journalism academy a few years after liberation in 1945. History of journalism education is longer than 45 years. The first journalism course of university was established at Hong-Ik university in 1954. But most professors, educated in ^vAmerica, mainly have taught communication education in the light of functionalism until mid. 1980s.

A research shows that the national distribution of final educational attainment of mass communication faculty members are America 53.3%, Korea 30%, Germany 8.4%, Japan 6.6%, France 1.7%. 6) Many members educated in Korea were functionalistic influenced by their professors most of whom are American graduates. It resulted in reappearance of Latin American symptom in Korea which made mass communication students think Wilbur Schramm's book, 'The Process and Effects of Mass Communication' as the bible of communication college. 7)

Meanwhile each faculty of universities has faced common problems such as the above-mentioned so that journalism education contributed to sacrificing Korean traditional values and transplanting commercialistic flippant values.

But reconsideration of too much dependency on America and at the same time researches seeking for new direction began to appear from early 1980s. After mid. 1980s, critical approach began to gain impetus.

As far as I am concerned, I, majoring in journalism, have tried to improve curriculum teaching method. At first, I surveyed students' opinion about curriculum in 1991 comprehended their expectation. Thereafter I tried to reflect their expectation in the process of reformation of curriculum in 1992. But this effort mainly focused on their getting job in the journalism field.

So I have tried to teach students what the basic values are in news reporting, lecturing 'Introduction to newspaper' and 'Journalism'. Especially I have used Emil Dovifat's book, 'Zeitungsslehre' as textbook and tried to balance students' eyes to see through mass communication phenomenon between American functionalism and European structuralism. I usually explain students falseness of professional ideology prevalent in American and Korean journalism.

But I have not approached to Asian value issue in journalism education yet.

I confess I am not qualified to do that in this sense. From now on, I will try to.

3. Journalism Education and Direction of Value Formation

Recently Korean newspapers have begun to try to overcome an emphasis on the commercialistic value and to seek for new values regarding with improving quality of social life.

I can classify new values treated in Korean commercialistic newspaper as follows:

The first is value concerning human right.

The second is value concerning environment.

The third is value concerning social welfare.

The fourth is value concerning autonomy of regional inhabitants.

The fifth is value concerning national unification.

We must educate journalism students to form this kind of values preparing for 21 century.

Moreover, we must educate them to prepare for information society.

I think we can seek for Asian values in journalism education in relation with these values in dimension of bloc.

1) Anantha Sudhaker Babbili, "Nationalism and Journalistic Professionalism: Consequences for Professional Education", IAMCR conference, 1992

John L. Hochheimer, "Journalism Education in the United States: Is Democratic Learning Possible?", IAMCR conference, 1990.

2) Anura Goonasekera, "Communication Education in Asia: Needs and Prospects", IAMCR conference, 1990.

3) Mohd Hamdan Adnan, "Trends in Communication and Journalism Education and Training in Malaysia", IAMCR conference, 1990.

4) B.S. Thakur and K.E. Eapen,

5) Youichi Ito,

6) Sanghoe Lee, *Power and Journalism*, Jungwoo Publishing Co., Seoul, 1983, p. 259

7) Arman Mattelart, "Introduction: For a Class Analysis of communication", in Mattelart and Seth Siegelaub (eds.), *Communication and Struggle*, New York, 1979, p. 31.

8)