Sustainable Journalism Education - The Only Possible Way towards the Future

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Abstract

There have been only a few attempts of setting journalism education in the context of sustainability so far, but there is no theoretical proposition of the general paradigm of sustainable journalism education. This paper identifies all emergences of journalism education in the context of development and sustainability through critical analysis of its research and tradition. Based on the evolution of academic proposals to advance journalism education, most current references are aimed at updating journalistic knowledge and acquiring skills connected to the technological revolution leading to substantial media change, journalistic genres convergence, journalism producing trends, different subjects that create journalism and new socially important topics, all followed by upgraded media ethics and laws mirroring the importance of strong links between academy, profession and the public. In the complex global surroundings, however, while the media form realities, impose understandings and meanings, follow us everywhere and fully participate in our lives, education of journalists should be understood much deeper and taken more seriously than ever. Apart from being professionally educated, autonomous and responsible, (self)-conscious humanists are needed to cope and properly respond to such challenges. The sustainable cycle of journalism education could answer those needs by focusing on the academic outcome of a journalist as a whole human being, if the holistic education perspective is applied. Using Journalistic Personality Model, the aim of this theoretical paper is to elaborate the concept of sustainable journalism education and its advantages.

Key words: *holistic journalism education; journalism curriculum; Journalistic Personality Model; sustainable development; sustainable journalism education.*

Introduction

The word *sustainable* is described in Croatian dictionaries as a verb, meaning "to preserve something whole and be able to exist" and "preserve from impairment" (*Croatian Language Portal,* 2018). In English, it is an adjective describing something "which can be preserved at a certain rate or level" linked to ecological sustainability, and as "able to confirm or defend" (Lexico, 2018).

The phrase *sustainable development,* meaning that "Humanity has the ability to make development sustainable to ensure that it meets the needs of the present, without compromising the ability of future generations to meet their own needs", was firstly defined in 1987 as part of the so called *Bruntland's Report* (1987, p. 8). Although the conceptualisation of this notion came across many difficulties in its elaboration and application, it is considered a *standard* determination when it comes to its "widespread use and frequency of citation" (Robert et al., 2005, p. 10). Nevertheless, since then, the number of new definitions has become larger and perspective-dependant.

Except for the fact that the multiplicity of *what is to be sustained* (nature, life support, community) and *what is to be developed* (people, economy, society), as well as the correlation of *what is to be maintained with what is to be developed*, was determined, questions are raised about *how to do that* and *in which period* (*Our Common Journey*, 1999). Therefore, three main pillars of sustainable development were specified – *economic, social* and *environmental/ecological* (*Resolution A/60/1*, 2005), while the importance of overall education is emphasized. There are also initiatives arising from the *aims which are to be achieved* by sustainable development, *the ways it is measured* regarding the *values defining it* (Leiserowitz et al., 2004), and especially *interpreted in practice* – as the development of "social movements, organising institutions, crafting sustainability science and technology, and negotiating" (Robert et al., 2005, p. 17) with various stakeholders.

This theoretical paper aims at setting the general paradigm of sustainable journalism education. It can be done due to the fact the term *sustainable/sustainability* is nowadays linked to numerous human activities, problem solving etc. In addition, reinterpretation is also possible because of the notion's 'flexibility' that makes it an "open, dynamic, and evolving idea that can be adapted to fit these very different situations and contexts across space and time" (Robert et al., 2005, p. 20).

The study has a phenomenological approach to all former patterns which journalism education, in one way or another, connects to sustainability and development. In this sense, the following scientific methods have been used: the critical analysis of literature contents (mostly journalism education body of knowledge), the historical method, comparison and differentiation, mosaic approach and application method. It primarily drew upon scholarly sources in the English and Croatian language.

The Media, Journalism and Sustainable Development

Publications and articles which by their context can be widely marked as the ones about the mass media and journalism sustainability and development are numerous, especially in the last decade. As it is not possible to present all such topics in this paper, only a few will be mentioned.

If the book *What is Sustainable Journalism?* is the first one to integrate journalism from the environmental, social and economic perspective, as claimed by its authors (Berglez, et al., 2017), the others are studies of a separate sustainable and developmental problem area.

The topics dealt with are: mass media economics (Coyne & Lesson, 2009; Fairbain, 2009; Foster, 2011, etc.); media development (Nelson & Susman-Peńa, 2009); media and development (Locksley, 2009); media policies (Kurtić, 2014, etc.) and business (Folkenflik, 2009); sustainable research journalism (Price, 2017, etc.), global journalism (Berglez, 2013, etc.), the media and journalistic ethics (Vilović, 2014, etc.); coupling of the media and global knowledge about climate (Kunelius et al., 2017); freedom of press (Monroe et al., 2011, etc.); media entrepreneurship (Friedrichsen & Kamalipour, 2017, etc.); journalism and interculturalism (Ekström & Patrona, 2011, etc.); the gender issue in journalism (Grey, 2012, etc.); anticipation of future journalism education needs (Allen et al., 2015); media literacy and media competencies (Celot, 2012; Gavran & Zgrabljić Rotar, 2014; Maletić, 2014; Vukić & Youens, 2015; Žuran & Ivanišin, 2013, etc.) and many more.

The extremely rich fundus of research studies analysing the quality of media contents is considered a sustainable and developmental procedure, since the usual aim of media contents is to warn about the weak points of the media and the final product of journalism (in Croatia, for instance, these are papers written by Labaš and Ciboci (2011), Perišin (2010), Balabanić and Benković (2014), and many more), while their purpose is to raise its quality.

Sustainable Development as Part of Higher Education

Environmental and developmental topics have been sorted out as an important educational content as early as in 1972 (Sterling, 2008), and since then they have been introduced at all levels of education throughout the world at a different pace, quantity and quality. Sustainability in education is specifically graded at universities.

These institutions have the option not to incorporate it at all, to add sustainable development contents to the already existing teaching materials, apply the idea of sustainable development in the curricula design, or to completely adapt their whole functioning to the principles of sustainable development. In this sense, there are three key concepts: *Education for Sustainable Development*, *Education for Sustainability*, and *Sustainable Education* (Thomas, 2009).

Table 1

The comparison between social and educational responses to sustainability

Sustainable transition	Response	State of sustainability (societal change)	State of education (educational change)
Very weak	Denial, rejection, or minimal change	No change	No change (or token)
Weak	'Bolt-on'	Cosmetic reform	Education *about* sustainability
Strong	'Build-in'	Serious greening	Education *for* sustainability
Very strong	Rebuilt or redesigned	Wholly integrative	Sustainable education

Source: Sterling (2004), as cited in Sterling and Thomas (2006, p. 355).

The application of the sustainability concept in education is mostly related to Education for Sustainable Development. In fact, it is perceived as an educational topic with the knowledge of sustainable development as the most common educational outcome, which enables students to broaden their horizons, relate them to the society and nature they live in, and prepare them to acquire the skills necessary for lifelong learning. The tendency to introduce it in higher education curricula has been noticeable since the beginning of the new millennium (Thomas, 2004), it is the longest and the most massive.

Education for Sustainability relates to the curricular reform, while Sustainable Education refers to "a change of educational culture, one which develops and embodies the theory and practice of sustainability in a critically aware manner. It is therefore a transformative paradigm which values, sustains and realises human potential *in relation to* the need to attain and sustain social, economic and ecological well-being, recognising that they must be parts of the same dynamic" (Sterling, 2001, p. 22).

The realisation of Sustainable Education is exceptionally hard to conduct since it requires radical changes of the educational system as a whole, and usually of the systems directly connected to it (de la Harpe & Thomas, 2009). Due to its hugeness, complexity and inertia, each of the comprehensive systematic changes should be dwelt upon in long-term relations. That is why *regulatory* changes in education are always first suggested (Mijatović, 1998); firstly, minimal curricular innovations in the approach to education for sustainable development, then more drastic interventions in the curriculum, with the aim to reach *constructed* sustainability (Thomas, 2009).

Approaches to Journalism Education

Since the development of media and journalism regularly postulates new educational occurrences in those areas, journalism education is nowadays described in multiple ways: with regard to educational and institutional models, the types of institutions conducting it, professionalism, educational outcomes and competencies, and as a specific research field.

In Europe, for instance, there are four journalism education models, each bearing its own specificities, usually linked to countries' economic-social-political actualities

and their media systems: North-Atlantic, North-European, Mediterranean and East-European (Terzis, 2009). South-East European (Jusić & Dedović, 2002) and Nordic journalism education (Hovden et al., 2016) were, for example, classified as a separate model.

On the other hand, Clark (2016) divides journalism education considering models related with the educational institution. He differentiates between standard institutional models (Missouri Model, Wisconsin Model, Columbia Model), model of curriculum accreditation (Accreditation Model), models of media institutions (particularly the BBC Model), models of journalism specialized area institutions (for instance, Syracuse University of Sports Journalism) and programmes, as well as models linked to the environment (Hospital Teaching Model and Toronto Model).

While Schramm recognised the existence of specialist, general and professional journalism education as early as in 1947, Fröhlich and Holtz-Bacha (1997 and 2003) divided modern journalism education with regard to the type of educational institution as: apprenticeship in the media industry, universities and independent schools of journalism as part of the university, and independent schools of journalism outside the university. Croatia is an example of normative classification of journalism education on the national level which is in line with the European Qualification Framework. Vukić (2017) differentiates five educational levels: professional training and development, secondary journalism education, post-secondary journalism education, journalism education following secondary education which is neither college nor high education, and higher journalism education.

UNESCO (2007), on the other hand, applies three approaches to academic journalism education: technical - directed toward professional competencies, social-institutional -assuming various aspects of the journalistic practice, emphasizing the moral and democratic journalistic values, and interdisciplinary - connecting journalism to other areas.

It is also worth mentioning that Deuze (2006) discusses the need for more intensive and structural international scholarly research of journalism education in terms of motivation, paradigm, mission, orientation, direction, education and contextualization.

Higher Journalism Education, Sustainability and Development

In the widest sense, scientists and professionals have been dealing with the issue of sustainability and development of journalism education for as long as journalism exists as such, while references about journalism education are almost uncountable. This long-lasting, public and extremely controversial dialogue, which made a contribution to its founding, survival and development, can be denoted as the generator of the journalism education's sustainable development. It is often obstructed, although from many points of view always treated as necessary for the development of not only journalism as a profession, but the society as well. Since, due to their far-reaching influence on society, the mass media are often connected with power (Fourth Estate),

educated journalists represent a kind of a burden (for instance, higher incomes, labour rights, etc.) and a threat (publication of compromising contents, etc.) to both those in authority and the owners. Thus, they are still not a priority in numerous democratic countries (Vukić, 2017).

In Croatia, for example, the first ideas about the necessity of organising journalism education were publicly articulated as early as 1877 and, based on the knowledge obtained thus far, they are one of the first, overall. Even then, journalism education was considered a remedy for journalism independence of governing structures, the path toward the freedom of speech, the professionalization and development of the civil society, regulation of journalists' economic status, and the increase of journalists' responsibility toward the public and themselves (Grlović, 1877 in Lipovčan, 2006). This can easily be interpreted as the seed of sustainability and development in general not only for journalism education but also for systems it is a part of and/or it directly influences.

An additional source of journalism education's contextualisation, its development and sustainability, can be found in the traditional confrontation of academic idealism and professional realism, as well as technicism, about the core of journalism, the way it is conducted and which journalistic competencies are necessary to work in journalism (Davis, 2010; Schramm, 1947; and many others).

In a narrower sense, the evolution of journalism study programmes is constantly following the institutionalisation of journalism education and is strongly connected with it. Suggestions on how to advance in more than a century long tradition of various research studies in the domain of journalists' higher education are not scarce. The critical intersection of the current situation and fresh ideas become the starting point and guidelines, which are nowadays expected as a revision by the system itself.

A quality source of data is the historical overview of journalism education of a particular nation. The latest show the development of journalism education in the USA (Folkerts, 2014), China (Guo & Chen, 2017), New Zealand (Hannis, 2017), Russia (Vartanova & Lukina, 2017), Brazil (Moriera & Lago, 2017), Croatia (Vukić, 2017), etc.

Publications about the comparative representation of journalism education history and current practice in South-Eastern European countries (Jusić & Dedović, 2002), European and North American (Fröhlich & Holtz-Bacha, 2003), European (Terzis, 2009) and Nordic countries (Hovden et al., 2016) have become increasingly popular.

However, the year 1904 can be considered the starting point on the path to (re)create the journalism curricula. This is the year when Joseph Pulitzer initiated the public polemic about its content, which is today more widespread and lively than ever. The ampleness of bibliography using the content analysis of that specific academic pedagogical documentation puts it in the position of a traditional research method of higher journalism education (Vukić, 2017).

The first analytical papers about the content of higher education journalism programmes on the territory of former Yugoslavia were written in Belgrade (Žlender,

1966) and Ljubljana (Zrimšek, 1972). In Croatia, such works can be tracked back to the end of the 1990s (Malović, 1998, 2000, etc.), and the last decade (Biondić et al., 2011; Božičević, 2007; Perišin & Mlačić, 2014; Plenković & Mustić, 2014; Vilović, 2011; Vukić, 2014, 2017; Zgrabljić Rotar & Vrljević Šarić, 2009, etc.).

More concrete educational interventions in Croatia based on systematic research are regularly suggested as part of scholarly master theses or doctoral dissertations (Božičević, 2007; Vukić, 2014), which has continuously been the practice in the rest of the world, too (Clark, 2016; Nash et al., 1928; Nowak, 2007; Price, 1950, etc.). Although it has mostly been an isolated interest of certain postgraduate students, this meta-educational habit of a more scrutinised study of journalists' education as part of the highest levels of the sole academic journalism education system can be interpreted as sustainable and developmental. Upon such deliberation, as part of the suggested model for sustainable journalism education, it has been anticipated that all postgraduate research study programmes, beginning from its smallest units (seminar papers), be systematically directed toward solving the overall problem of the journalism as a profession (Vukić, 2017), and thus toward the overall issue of journalism education.

Therefore, it is not unexpected that the first research containing the phrase *sustainable journalism education* was found in qualification theses (Aripin et al., 2015; Hughes, 2017; Kolandai-Matchett, 2009; Vukić, 2014, etc.). Despite the presented tradition of studying journalism education and the thirty-year-long application of the sustainability content in the context of education in general, this is a contemporary trend in the journalism education domain.

Although neither the general history nor the complete research overview about the world-wide education of journalists has been made yet, there have been concrete and regular discussions, with different points of view and attitudes, about the need of journalism education as an academic discipline and educational practice to survive and become more powerful. This problem area has recently included the following issues:

- The more and more complex use of journalism in the mass media industry (Gillmor, 2016; Machado & Teixeira, 2016, etc.)
- A more powerful correlation between journalism, the mass media and technology (Long & Xin, 2016, etc.)
- New media occurrences (Guo & Chen, 2017; Okoroafor, 2016; Vartanova & Lukina, 2017, etc.)
- New journalism genres and forms (Allan & Thorsen, 2009; Borger et al., 2016; Lewis et al., 2010; Le Masurier, 2016; Thorsen, 2017, etc.)
- More comprehensive requests posed by the profession itself related to journalists' multidisciplinary competencies (García Avilés et al., 2004)
- Introduction of the holistic approach in journalism education (Vukić, 2017)
- New pedagogical practices (Mulrennan, 2017; Song, 2016; Steel et al., 2007, etc.)
- Education for *journalism of the community* (Lowrey & Daniels, 2017, etc.)

- Actual social topics and contents (Ilgaz Büyükbaykal, 2016, etc.)
- The sexes in journalism education and practice (Alacrón Espinoza, 2015)
- Journalism identity (Vukić, 2017; Williams et al., 2017)
- Definition of basic concepts in journalism education (Vukić, 2017)
- Cooperation between journalism and other important social systems (Newman & Drevo, 2015; Vukić, 2017, etc.) and many others.

Last but not least, an endeavour for positioning journalism education as a "distinct field of study" with its specific research methods (Deuze, 2006) should be seen as an important contribution to journalism education sustainability.

Levels of Higher Journalism Education Sustainability

Accepting the premise that journalists' academic education is one of the key assumptions for the realisation of journalism as a profession (McQuail, 2005) imposes the need to primarily observe it in the context of sustainability.

The application of the Sterling and Thomas' (2006) template about the sustainability level of academic education in general to higher journalism education resulted in the formation of its various appearances – from the unsustainable to the sustainable.

Figure 1. Levels of development of journalists' sustainable education

According to this diversification, all study programmes which do not tackle the sustainability and development topic at all are called unsustainable, so *unsustainable journalism education* is the one which is not flexible and does not enable actualisation, and after some time it would be abolished. Judging upon numerous indicators offered by former research mentioned in this work so far, there are fewer and fewer of such journalism study programmes.

On the other hand, *journalism education about development* implies the use of

sustainability topics in study programmes, and it does not only represent a question of teaching (educational) contents quality, but of their quantity. The overview of all sustainable topics would surpass the range of this paper, so only a few have been sorted out.

Many scientists consider interculturalism and intercultural communication contents (Cohen, 2001; Sison & Brennan, 2012, etc.) as key for journalists (Kern-Foxworth & Miller, 1993). Although the topic of *intercultural journalism* was introduced in American curricula at the end of the 1990s (Starck & Wyffel, 1998), and multiculturalism can be found there since the middle of the 1990s, cross-cultural comparative research studies of journalism study programmes' contents show that intercultural communication and *cross-cultural journalism* are still not part of numerous curricula (Deuze, 2001b). In African countries scientists have been especially inclined to the introduction of intercultural topics in fighting xenophobia (Mogekwu, 2005), sensationalism and other consequences of journalism in capitalist circumstances (Motsaathebe, 2011).

Furthermore, until recently, *globalisation topics* have not been included in Danish journalism study programmes either (Holm, 2001), and they are found in Swedish (Hök, 2011) and Norwegian (Økland, 2009; Bjørnsen et al., 2009) only to a small extent.

However, new trends, on the one hand, show an increasing quantity of contents about *diversity and inclusiveness* in journalism study programmes (Biswas & Izard, 2009), while, on the other, it has been determined that the choice of the journalism curriculum content as a decision is based on the *gender context*. In Chile, for instance, it is exceptionally masculinised (Alarcon Espinoza, 2016).

Further, the 2011/2012 research about study programmes in Croatia which educate journalists shows that, among the topics which are not linked to professional knowledge, the content is mostly about the coupling of *journalism and society*, then the framework of the *national system, science*, and *geography and history* (Vukić, 2017). The research of holistic educational postulates especially points out that, while focus is mostly on the development of the intellectual aspect of the journalistic personality, the themes relating to the social, spiritual and aesthetic holistic aspect are the least dealt with. Teaching mostly anticipates the acquisition of journalistic experience and civic and democratic development. The development of freedom of expression is the least present, while the principles of the humane, spiritual and individuality development are not present at all. Finally, according to the UNESCO's four pillars of education with holistic and sustainable approach, journalism in Croatia is mostly *learned by doing* and *by living together*, the least by *learning*, and is not learnt by *being* at all (Vukić, 2014, 2017).

On the other hand, although the topic of *lifelong journalism education* is widely spread in the world and nowadays extremely necessary, considering rapid development, the subject of scholarly research is still not so popular in Croatia (Brautović, 2011; Vilović, 1999).

If journalism students are observed as the subjects of education at the first professional level (this is considered to be secondary school in educational models with a strong secondary journalism education system), their motivation and attitudes, about the study programme contents among other things, and their higher education experience can all be defined as additional indicators of the study programme's sustainability, which is often the subject of foreign scholarly research papers about journalism education (for example, Bowers, 1974; Coleman et al., 2018; Sanders et al., 2008, etc.). In Croatia, however, even that topic is under-explored (Jokoš & Kanižaj, 2012; Majstorović, 2012; Peran & Raguž, 2016; Sapunar, 2000; Vilović et al., 2018).

Although they are not usually cited in scholarly works, special positive contribution to the topics of sustainability and development is also given by empirical seminar papers and bachelor theses which thematise journalists' education. This sporadic participation of journalism students in activities linked to key contents in a sustainable journalism education system could be bridged, for example, by introducing the subject course "Journalism Education" from the first study year on. The basic educational outcomes of this subject course would be, during bachelor and master studies, to make students capable of understanding and studying topics linked to journalism education, as well as enabling them to regulate their personal lifelong journalism education. The history of journalism education, the variety of previous research conducted in this domain, the methodology of such research, forms and ways of journalism education, the concept and forms of lifelong journalism education, actual available possibilities, etc., could become possible teaching topics.

In 2013, by amending the curriculum content as part of the Model for Journalism Education (2007) and giving the teaching guidelines, UNESCO answered the growing need to cover contemporary social topics in journalism curricula. All 10 new syllabi contextualise topics which connect journalism and sustainability – Intercultural Journalism, The Community's Radio Journalism, Global Journalism, Scientific Journalism, including bioethics, The Sex and Journalism, Humanitarian Journalism, Reporting about Human Trafficking, and Safety and Journalism (*Model Curricula for Journalism Education*, 2013).

It is especially significant that, as part of the suggested nuances, a syllabus for a separate subject course named *Media Sustainability* has been introduced.

> Media sustainability is concerned with the factors needed for independent media to develop, flourish, and endure so they can make contributions to the benefit of society. Key factors of sustainability are the capability to maintain operations by creating self-generating revenue streams, effective governance and management of the media enterprise, and promotion of journalistic and media professionalism. Other factors are more systemic, and are affected by government and society, such as a functioning economy, protections of free expression, and governmental transparency. This course explores the factors in sustainability and examines what those starting and working in media need to

be concerned about and what they can do to improve the sustainability of their operations. The course is designed to provide students a clear understanding of the conditions that need to be pursued to make media sustainable. (Picard, 2013, p. 31)

Since the middle of the last century, UNESCO has been actively dealing with the advancement of journalism education, especially in a sustainable international context. Its instructions for the improvement of the journalism curriculum content are followed by studies of possibilities and the realisation of that approach in actual study programmes world-wide (Murphy & Scotton, 1987; Pavlik et al., 2012; Vukić, 2014, 2017, and many others). From the system's perspective, journalism education, as part of the Croatian media system, was firstly studied in line with the UNESCO's indicators of media development a few years ago (Peruško et al., 2011).

Journalism education for sustainability implies a change in study programmes within the framework of sustainability. The instrumentalist view on changes in journalism education has been a strong key paradigm since the 1920s. Such an approach is the most massive today, and is connected to the globalisation (Clark, 2016) and capitalist trends (Sparre & Færgemann, 2017), technological innovations (Bardoel & Deuze, 2001; Daniels, 2016; Hodgson & Wong, 2011; Matbob & Sagrista, 2016, etc.), coupling the journalism theory and practice (Bacon, 1998, 2012; Shao & Dong, 2016), the development of journalism in the actual media practice (Macdonald, 2006; Taylor, 2011) and similar. Even a simple search of articles in scholarly databases witnesses the fact that more hundreds of works have been published in key communication and educational science journals about this topic, from this specific point of view.

More complex social needs, varying for different environments and cultures, require journalists' active participation in their regulation. Thus, for example, curricula are adapted to fit reporting about minorities and activities in racially different communities (Alemán, 2014); in Uzbekistan, as an attempt to solve ecological problems, the first environmental and scholarly subject courses have been implemented (Freedman, 2010); a clear need for *environmental journalism* was expressed in Pacific Asia (Maslog, 2017); an exigency for the education of journalists about climate changes was determined in Indonesia (Wahyuni, 2017); new pedagogical methods are applied (Sheridan Burns, 1997, 2002; Wooley, 2014, etc.); there is a tendency for the academy to become a research and innovative drive in the journalism education sector (Perišin & Mlačić, 2014); the project approach to the development of journalism study programmes is supported (*Symposium on Vision,* 2015; Vorster, 2010), and the similar.

Innovations are the redesign of complete educational levels according to sustainable educational criteria (Hughes, 2017) and educational interventions of students' real experience achieved by *transnational* (Grieves, 2011; Skare Orgeret, 2016) and *global* journalism curricula (Skare Orgeret, 2016).

Sustainable journalism education is the highest level of journalism education which should be marked by at least two key mechanisms: self-renewal and self-regulation. Although it would be ideal to design a universally applicable journalism education,

which would finally put a stop to the, in many countries year-long, endeavour to shape journalism as a profession, it is a fact that various social and political systems, cultural features, financial ability and countries' technological development (Freedman & Schafer, 2010) represent obstacles to its achievement.

According to available knowledge, there are only a few general theoretical models in the world, and all of them have been built on democratic legacy: UNESCO (2007); Nowak (2007); Božičević (2007) and Vukić (2014). Since "Sustainable development thus requires the participation of diverse stakeholders and perspectives (…) toward a new synthesis and subsequent coordination of mutual action to achieve multiple values simultaneously and even synergistically" (Robert et al., 2005, p. 20), any discussion about the development of sustainable journalism education as a whole should be based on the notion that it is a *separate system* functioning as part of a certain social and educational system, and is in an indirect or direct correlation with all the others, the media system before all (Vukić, 2014, 2017).
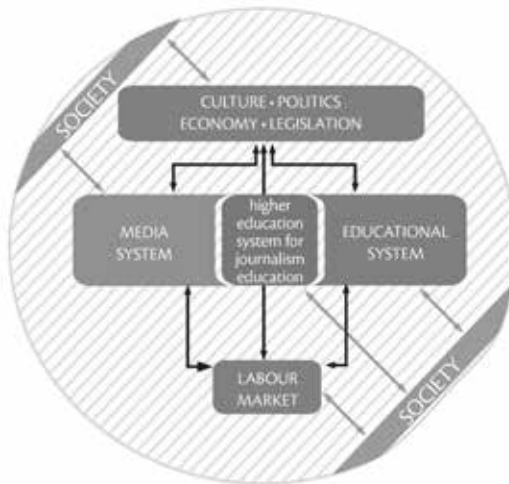

Figure 2. The position of the higher education system for journalism education
Adapted from the source: Vukić, 2017, p. 166

Since this conceptualisation of sustainable journalism education uses orientation toward sustainable development arising from the desired goal, it can be defined as the basic educational outcome. In this case, *excellent journalistic staff,* contrary to former interpretations, implies the development of whole and balanced journalistic personalities who actively contribute to their own development, to journalism as a profession, the mass media, and to overall society and environment. Including former concepts of journalists as "free and responsible" (Merril, 2000, as cited in Deuze, 2006), "reflective practitioners" (e.g. Deuze, 2001b) whose focus should be on "decision making and critical reflection" (Sheridan Burns, 2002) as well as "self-creation" (Rorty, 1999, as cited in Deuze, 2006), this approach goes a step forward.

The only question is what kind of educational approach to journalism education would achieve the outcome of such a journalist. There are many arguments supporting the idea that only the *holistic* one answers all the mentioned requirements of sustainable development, because it does not imply one-time, unidirectional and ultimate approaches of the educational process; it is student-centred and thus puts journalism education as the key link in the relation environment-culture-society-media. The existence of the holistic idea of journalism in theory and practice (Esser, 1998, as cited in Vukić, 2018) and upgrading journalism education with additional journalistic skills in a holistic sense (Bardoel & Deuze, 2001) support the possibility of applying that thought in the context of journalism education.

Taken most generally, holistic view describes and emphasizes the importance of the cyclic nature of the educational process, paying attention to all internal and external factors and their relationship (Vukić, 2017). It is complementary to the general idea of sustainable education which emphasizes the learning process and the development of innovative and creative graduate students who know how to improvise and adapt and have the skills of interdisciplinary and holistic deliberation, problem solving and team work (Thomas, 2009). It especially regards the development of the awareness about the lifelong journalism learning and the acquisition of adequate competencies.

In this completely different approach to the former educational practice, the emphasis is put on the production of a complete person the first time in the history of journalism education. These are *whole and balanced journalistic personalities*, not just the part relating to their work in journalism. It is common to partially define the journalists' traits by journalistic competencies that are exclusively linked to the range of journalistic jobs. Other dimensions of journalists as human beings – *journalistic nature* and *other personal traits and characteristics not linked to journalistic activities* (Vukić, 2014) - have not been considered before. This proposal of the new model of journalism education, called Journalistic Personality Model, interprets the *journalistic personality* as "the whole behaviour of a human being working as a journalist, manifested as a combination of the journalistic identity, journalistic nature and its other personal traits and characteristics not linked to journalistic activities" (Vukić, 2017, p. 197).
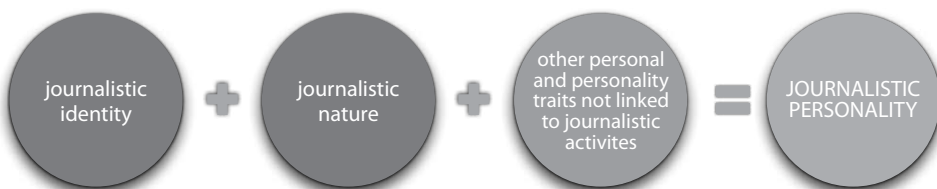

Figure 3. A journalistic personality's constituent parts

The *journalistic identity* is defined, contrary to former determinations and as part of this model, as "the result of the journalistic definition of one's own self by journalism, and is made by those features of the journalistic activity which the journalist uses in

his or her practice" (Vukić, 2017, p. 198). Furthermore, the *journalistic nature* is "the total of other single journalistic features defined by its exceptionality and originality, characteristic way of thinking, feeling and behaving in the context of journalism and the personal style of its journalistic life and work" (Vukić, 2017, p. 197).

The model assumes that holistically educated journalists are competent in their relation toward the journalism as a profession, the society, the planet, the others and the self from a professional, social, interpersonal and intrapersonal perspective, at the same time actively using all forms of holistic learning (Vukić, 2014, 2017). They thusly contribute to the development and sustainability of all the systems they are directly or indirectly in contact with.

Figure 4. Domains of systematic influence of the whole and balanced journalistic personality

The separated educational outcome, described by all aforementioned elements, is the base for the Journalistic Personality Model (Vukić, 2014, 2017) which could, by a shift of focus from what journalists *have to be able to do* towards *what journalists should be like*, be the base for the transition of journalism education from the education for development to a higher, sustainable educational level. The model was created after the example of a higher journalism education in Croatia which has been in reform since 2005, according to the Bologna education principles.

It consists of eight circles, the centre of which is the Circle of the general education outcome of higher journalism education, while the others represent the educational level from the widest to the narrowest sense. They are The higher journalism education circle (in the middle) and (clockwise) The higher institution circle, The academic level circle, The study circle, The study year circle, The subject course circle and The journalistic abilities and competencies circle (Vukić, 2014, 2017). Each circle is the representation of a narrower educational level with the same foundation.

Its sustainability is enabled by the characteristics which present the dynamic in the sole system of academic journalism education, and the one with systems it correlates with, primarily a *precisely defined basic educational outcome*. The *wholeness* of the educational system implies the manifestation of all social principles of sustainability; *the ability to maintain balance* makes the (self) regulation mechanisms possible; *synergy* is the basic feature of the system's functioning in all directions; *adaptability* reflects the flow and bilaterality of communication in any moment and situation; *development* is ensured by the possibility of changing the central educational outcome (Vukić, 2014, 2017).
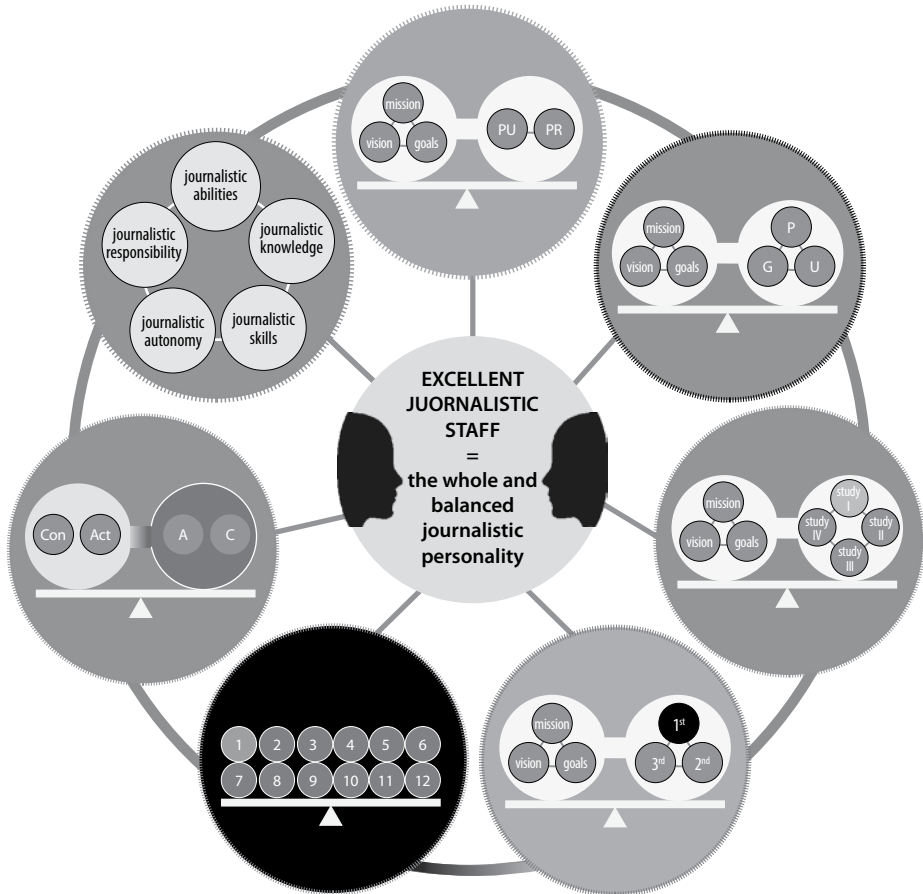

Figure 5. The Journalistic Personality Model
Adapted from the source: Vukić, 2017, p. 236

Legend

PU – Public higher education institution; PR – Private higher education institution

U – Undergraduate study programme; G – Graduate study programme; P – Postgraduate study programme

1st – 1st year of study; 2nd – 2nd year of study; 3rd – 3rd year of study

Con – Content; Act - Activities

A – Abilities; C - Competencies

The application of such a modelled system poses many challenges. The change of the whole system of journalism education is extremely demanding, long-lasting, and possible only if all the other systems it is in direct contact with are regulated simultaneously, in the direction of the thusly conceived functionality. Bearing in mind the current situation in Croatia, it can be anticipated that the application of such deep interventions will still have to wait.

In the meantime, what is acceptable are modifications which could be performed by subject course leaders (Vukić, 2014, 2017), which above all implies the professors' criticism toward the study programmes they have written themselves (Thomas, 2009). With regard to the actual Journalist Personality Model, it has been theoretically proven that the detailed application of some of its determinants, such as educational intervention can be conducted at the performance level of Croatian study programmes (Vukić, 2014). However, since teaching is a "live" and active process determined by numerous external and internal factors, theoretical tests, even the successful ones, are not a pledge to the educational practice effectiveness.

The implementation of an experimental study programme recreated upon these requirements in an already existing institution, so that changes are systematically monitored during one generation of students, would be the following step to take. This surely requires a former administrative and other support by the institution dedicated to its realisation, as well as targeted training for university professors and their associates according to formerly created materials and patterns for the amendment of the syllabuses and the curriculums of the study programmes as a whole.

Conclusion

There is an enviable number of scholarly works studying journalism education from different perspectives, directly or indirectly toward its development and sustainability. The contextualisation of journalism education, sustainability and development has resulted in understanding it as a special domain of academic practice and scholarly research which, since its beginning, has had indications of sustainable development and in this regard has become more powerful, since journalism is an activity directly connected to the development of the whole society. In this sense, it will continue to expand and change, and so will the approaches to journalism education research, like the presented one, continue to be upgraded.

This theoretical work sets the general paradigm of sustainable journalism education and defines the levels of its development for the first time. For its realisation, the suggested Journalism Education Model places the person who is a journalist at its centre, and not the journalists' job. It is a holistic model of journalism education which, thanks to its characteristic peculiarities based on the synergy of more key systems, can be observed as a possible paradigm for the creation of sustainable journalism education in democratic countries.

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Održivo obrazovanje novinara – jedini mogući put u budućnost

Sažetak

Do sada je zabilježeno tek nekoliko pokušaja postavljanja novinarskog obrazovanja u kontekst održivoga razvoja, ali nije zabilježen i teorijski prijedlog opće paradigme održivoga novinarskog obrazovanja. U radu se, kritičkom analizom i istraživanjem tradicije obrazovanja novinara, utvrđuju sve pojavnosti novinarskog obrazovanja u kontekstu razvoja i održivosti. Najnovije reference se, kao rezultat evolucije akademskih prijedloga za unapređenje novinarstva, usmjeravaju na ažuriranje novinarskog znanja i stjecanje vještina povezanih s tehnološkom revolucijom kao uzrokom značajnih medijskih promjena, konvergencije novinskih žanrova, trendova i različitih tema koji stvaraju novinarstvo i nove društveno važne teme, a sve slijede nadograđenu etiku medija (i novinarstva) te zakone koji sve više odražavaju važnost snažnih veza između akademije, profesije i javnosti. Međutim, u složenom globalnom okruženju u kojemu mediji oblikuju stvarnost, nameću razumijevanja i značenja, prate nas svugdje i potpuno sudjeluju u našem životu, obrazovanje novinara treba razumijevati dublje i ozbiljnije nego ikada. Osim profesionalno obrazovanih, autonomnih i odgovornih novinara, s takvim se izazovima trebaju nositi i na njih odgovarati – (samostalno) svjesni humanisti. Usredotočujući se na akademski ishod novinara kao cjelovitog ljudskog bića, na te bi se potrebe moglo odgovoriti održivim ciklusom novinarskog obrazovanja. Stoga se ovim radom predlaže Model novinarske ličnosti kao predložak za uvođenje održivoga obrazovanja novinara u visokoškolske institucije.

Ključne riječi: *holističko novinarsko obrazovanje; Model novinarske ličnosti; nastavni plan i program novinarstva; održivi razvoj; održivo novinarsko obrazovanje.*