A case study on Journalism Education Curriculum enhancement through the UNESCO OER Platform

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- eLearning resources and tools
- in open document format
- and released under an intellectual property licence allowing free use and re-use

UNESCO assists Member States in developing strategies for using ICTs in knowledge acquisition and sharing

UNESCO OER Platform

The UNESCO OER Platform seeks to radically transform UNESCO's *Clearing House* function by offering certain UNESCO publications as OER products and allowing communities of practice to freely copy, adapt, and share their resources.

Functionalities of the OER Platform

- *Translations*: significantly higher than the 6 languages from UNESCO
- *Localization*: incorporating the more relevant and superior quality and quantity of the national or regional literature base on the subject area;
- *Customization*: the creation of customized versions, e.g. Guide on Internet Access for Disabled Journalists based on the original UNESCO "The Net for Journalists"

UNESCO Curriculum on Journalism Education

- One of the "Criteria and Indicators for Quality Journalism Training Institutions": Criterion A: Curriculum and Institutional capacity.

- The Curricula is a generic model that can be adapted according to each country's specific needs. It takes full cognizance of the social, economic, political and cultural contexts of developing countries and emerging democracies, highlighting the connection between democracy and journalism and arguing for a more cross-disciplinary approach within journalism training centres.

- Composed of detail on: level of course, course description, mode, pedagogical approach, number of hours per week, required and recommended texts, weekly class agenda, grading and assessment protocols.

Courses from the Model Curricula to be piloted on the OER Platform

- **Journalism Ethics**

- **Mainstreaming Gender in courses**
  Foundations of journalism, Journalism ethics, Media and society, etc.

- **Reporting Africa**
  Political history of Africa (Foundations of journalism), Development journalism (development journalism), Indigenous language media and democracy in Africa (Covering diversity)

- **Specialized Journalism (Science and Health)**
  Reporting HIV/AIDS

Who will pilot the project?

Piloted by:

- Polytechnic of Namibia School of Communication

- University of Namibia Department of Media Studies

The Model Curricula on Journalism Education is currently fully and partially adapted by 42 journalism schools 34 countries.

UNESCO's Open Educational Resources platform

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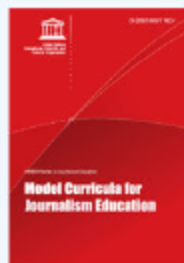| UNESCO OER Products	Product adaptations	Reporting	About	Contact

UNESCO OER Products > Model Curricula for Journalism Educ...

Model Curricula for Journalism Education

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The Model Curricula features a list of courses for both undergraduate and post-graduate levels, a

Author(s): John Doe

UNESCO contacts: Harra Padhy | Abel Caine | Igor Nuk

Published by: UNESCO

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Keywords: Jorunalism | Education

See language versions of this product:

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03-12-2009 (Paris) UNESCO organizes regional consultation on its Model Curricula for Journalism Education

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      📄 Arts/science courses
    📁 [+] Term 2
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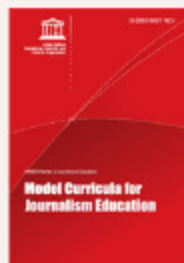
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Model Curricula for Journalism Education

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Adapted by

Politechnic of Namibia

Type of institution: School
Country: Namibia
Adopted in: English | German

Full information on this institution

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featured adaptation

Manual for Investigative Journalists

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Adapted by

Politechnic of Namibia

Language: English

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Model Curricula for Journalism Education

Full view of the product

Adapted by

Politechnic of Namibia

Full view of the

Bachelor Programme (4 years) > Year 1 > Term 1 > Foundations of Journalism: Writing

Foundations of Journalism: Writing

Contributed by: Michael Cobden, University of King's College, Halifax, NS, Canada

Level of the Course:

First year of three- or four-year undergraduate degree

Course description:

Introduction to narrative, descriptive and explanatory writing, with revision of grammar, syntax and style. Newswriting will be introduced in Tier 1 Reporting and Writing.

Mode:

Lectures on writing, daily writing practice, group discussions of each other's work, grammar handouts and quizzes, grammar tests, and major writing assignments.

Pedagogical approach:

Throughout the term, students will be expected to write a short piece (100 to 200 words) five days a week (one piece each Monday to Thursday, and one weekend piece) and hand it in for recording each weekday morning. These pieces will give students practice in observation, narrative writing, and in recognizing story. By the end of the term they will have written about 75 short pieces (and three longer pieces). The aim is to make writing part of every student's daily life. The obvious problem for the instructor is how to read all these pieces. Ideally, the instructor should be assisted by enough senior or graduate students (or local working journalists and writers) to read and critique at least one piece from every student each week. Failing these resources, the instructor should mark about 15 students' stories each day. Each student in a class of 150, that is to say, would have a piece marked every two weeks — seven pieces during the term. Students will receive credit, however, for every piece they submit.

Students will also benefit from the weekly feedback of their peers in their small discussion groups. Again ideally, each group would be led by an upper-level or graduate student. If this is not possible, the instructor should rotate from group to group. Each group could choose one piece a week from each student, to be published in a weekly or monthly anthology, photocopied or online, or posted on a bulletin board or read on the school's radio station. Midway through the term, and twice towards the end, students will write a longer piece employing techniques learned in lectures. In marking throughout the term, the instructor should try to focus on the good in students' writing and resist responses that provoke fear and humiliation. Mistakes should not only be identified but also corrected. Students should be encouraged to experiment and discover their own voice, style, and creativity.

Grammar:

Each week, the instructor should assign a chapter of a grammar or style book, or give students a grammar handout, to be tested in a quiz the following week. If the instructor has assistance, the quizzes should be collected and marked and the marks recorded each week; if not, students should mark each other's work in class and a grammar test should be set twice a term to be marked by the instructor. This syllabus will leave it to the instructor to select weekly grammar and style points to be studied and tested, since these are readily available in texts and vary from language to language. The purpose of every grammar lesson should be to improve writing. For example, tenses need to be mastered so that one can write consistently in a tense, correctly moving back to the past and forward to the future as required. One should understand the difference between the active and passive voice so that one can use the active whenever possible. And so on.

Bachelor Programme (3 years)

Bachelor Programme (4 years)

Year 1

Term 1

Foundations of Journalism: W

Masters Programme (Little/no journalism

Masters Programme for Graduates/Expe

Adaptation notes:

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Compare adaptations

Model Curricula for Journalism Education

Make a new adapation using this
UNESCO Product

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Compare tools

Select / unselect item(s) from the outlines below

UNESCO Original product	Politechnic of Namibia	University of Namibia	Rhodes University
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UNESCO Original product

Bachelor Programme (3 years)
- Year 1
  - Term 1
    - Foundations of Journalism: Writing
    - Foundations of Journalism: Logic, evider
    - Foundations of Journalism: National and
    - Foundations of Journalism: General kno
    - Arts/science courses
  - [+] Term 2
- Year 2
  - Term 1
    - Reporting and writing (Tier 2): in-depth
    - Broadcast reporting and writing (radio a
    - Journalism ethics
    - Arts/science courses
  - Term 2
- Year 3
  - Term 1
    - Reporting and writing (Tier 3)
    - Newspaper workshop
    - Broadcast Workshop
    - Journalism electives
    - Arts/science courses
  - Term 2
    - Reporting and writing (Tier 3)

Toggle [+] Collapse all [-] Expand all

Politechnic of Namibia

Bachelor Degree: Journalism and Communication
- Year 1
  - SEMESTER 1
    - Information gatehring and Writing for th
    - Language for the Media 1
    - Keyboard and Basic Computer Skills
    - Introduction to Communication Technol
  - SEMESTER 2
    - Communication Theory
    - Communication and Society
    - Introduction to Broadcast Journalism
    - Introduction to Photography
- YEAR 2
  - SEMESTER 1
    - Introduction to Multimedia Design and F
    - Print Design, Editing and Production
    - Video Production
    - Language for the Media 2
    - Communication and the Law
  - SEMESTER 2
    - Communication Ethics
    - Language for the Media 3
    - Public Relations Theory and Practice
    - Advanced News Reporting and Writing
    - Digital Art and Design

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University of Namibia

Bachelor Programme (3 years)
- Year 1
  - Term 1
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    - Journalism ethics
  - Term 2
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Rhodes University

Bachelor Programme (3 years)
- Year 1
  - Term 1
    - Foundations of Journalism : Writing
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    - Foundations of Journalism : National and
    - Foundations of Journalism : General kno
    - Arts/science courses
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The New Dynamics of Higher Education and Research
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(UNESCO, Paris, 5 – 8 July 2009)

ODL approaches and ICTs present opportunities to widen access to quality education, particularly when Open Educational Resources are readily shared by many countries and higher education institutions.

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