IN THE post-truth, fake news world, journalism education has never been more necessary; not only educators, but journalists and journalism academics are grappling with what to teach, how to teach it, when and where.

This impressive compendium takes on this burning issue and many others, in a roving, eclectic, at times magisterial overview of the development, current state of, and possible future shape of journalism education around the globe.

It is divided into three parts. The first is a series of case studies of journalism education from 10 countries, including not only the dominant players such as the US, UK, but also China, Russia, Egypt, Chile, Israel, India, South Africa and Australia. The second, titled Contextualising Global Journalism Education, has insightful contributions from respected luminaries Ian Richards and Guy Berger, among others, on the role of the classroom, learning outcomes, globalisation, and other broad trends in the global field.

The third, Global Innovations in Journalism Education, dives into the nuts and bolts of journalism teaching, with sections on pop-up newsrooms, educating for the digital age, and journalism entrepreneurship, alternate reality teaching methods and others. In such a rapidly developing field, this section is already looking a little dated, with such trends as 360 degree, or immersive journalism, automation, and the latest developments in analytics and data journalism barely figuring.

In his section on predictions for the future, Joe Foote posits a series of optimistic scenarios, mostly around a growing acceptance of journalism’s role in academia:
After a century of struggling to earn a respected place in the modern university and lessen the gap between the academy and professionals, journalism education has reached a credibility high. Its initial battles have been won. Meanwhile, the turbulence in the industry, incredible pace of technological change, and threats to freedom of expression present new challenges. When the next volume of this saga is written, journalism education’s first century expeditionary force will be credited for providing an auspicious launching pad for its future. (p. 446).

In her epilogue, Robyn Goodman also strikes an optimistic note, arguing journalism education has never been as strong, and will have increasing relevance in the post-truth era. Brave words, and ones us educators will cling to as we face the down the challenges of falling student numbers, university administrations bent on leveraging not only ever-higher teaching outputs, but also research and ‘engagement’, and an industry that is struggling to reconfigure itself, let alone engage with educators.

This book’s real strength was, for me, in its summary of where we’ve been, and of current trends, rather than its predictions. Nonetheless, I would recommend it to all journalism educators not just as a valuable overview of the field, but as a call to arms.

NOTED:
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Al Jazeera a classic example of soft power


With the current stand-off between Qatar and Saudi Arabia, the United Arab Emirates and their allies, Samuel-Azran’s book is extremely timely. Launched in 1996, Al-Jazeera now broadcasts on multiple channels and in four languages at a cost of $650 million a year. It reaches 260 million homes in 130 countries.

Having grown from the ashes of the BBC’s Arabic television service, Al Jazeera has long been regarded as a beacon of good journalism in the Middle East. However, it has also been carefully crafted to allow Qatar to project political and diplomatic muscle throughout the region and across the world, a classic example of a small country projecting soft power.

It is this aspect of Al Jazeera’s operations that Samuel-Azran investigates and which leads him to be highly critical of the Qatari broadcaster, a stance not entirely common among Western academics. Samuel-Azran argues that