

Journalism and Mass Communication Education: 2001 and Beyond

Introduction

The Association for Education in Journalism and Mass Communication greeted the new century one year ago with the publication of a special commemorative volume: *AEJMC and ASJMC, Remembering our Past, Anticipating our Future*. The subtitle, "Journalism and Mass Communication Education: Moving into the New Millennium," defined its scope, which included interim reports of two presidential task forces appointed in 1998 to investigate issues relating to Teaching and Learning in the New Millennium and to the Professions in the New Millennium.

This second commemorative volume, *Journalism and Mass Communication Education: 2001 and Beyond*, contains final reports of those task forces which detail a broad range of recommendations and projections about journalism and mass communication education for the 21st century. The volume as a whole is a valuable, prac-

tical reference for journalism and mass communications programs and faculty as they greet the challenges and take advantage of the opportunities of the future.

Our lead article from the Task Force on the Professions posits that the speed of technological changes is pressuring both practitioners to adapt to new media and modes of delivery and academics to reevaluate traditional modes of learning.

The report of the Subcommittee on Educational Strategies and Technological Change carries this dialogue further by offering recommendations for the future of journalism and mass communication education based on the implications of emerging information technologies. As many programs discuss how to deal with such issues as convergence, this article offers some valuable insights and the recommendation that programs work toward "re-conceptu-

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alizing and re-organizing their curricula to emphasize cross-media journalism and mass communication education, rather than media-specific education.”

The subcommittee also set up a website, “Resources for Teaching Web Courses,” which provides a variety of links to assist faculty in adding web-based instruction and other Internet resources to their instruction. Examples of how colleagues are accomplishing this task are also included.

A New Media Summit was an important feature of the AEJMC Phoenix convention last August. Panelists, all of whom were part of the online world, stressed the importance of traditional journalistic values, including critical thinking, accurate reporting and hands-on experience in the journalistic craft. Teaching suggestions included cross-media familiarity and different methods of storytelling. Their best thoughts are summarized here.

The Subcommittee on Inclusivity report offers readers a comprehensive annotated bibliography, designed for faculty use, which deals with a broad range of issues, in-

cluding student admissions and retention, faculty and administrative hiring and retention and curriculum, which have implications for 2001 and beyond.

In the 2000 volume, AEJMC reported moving into the new millennium with a ribbon-cutting as the association purchased and occupied its own headquarters building. One year later, at the 2000 Phoenix convention, officers of both AEJMC and ASJMC burned the mortgage on the new building. This milestone for both associations was made possible by significant donations to the Building Campaign by members, associates, friends and journalism foundations listed here.

Thus AEJMC is well positioned as it enters “2001 and Beyond” to meet the challenges of both a new century and a new millennium and to serve its membership and the journalism and mass communication academic community as they evaluate new tools, new media, new markets and new opportunities.

Lillian Lodge Kopenhaver
Florida International University
AEJMC President, 1998-1999