

DOING IT FOR REAL

A study of experiential and situated learning approaches in teaching journalism practice through engagement with the public domain.

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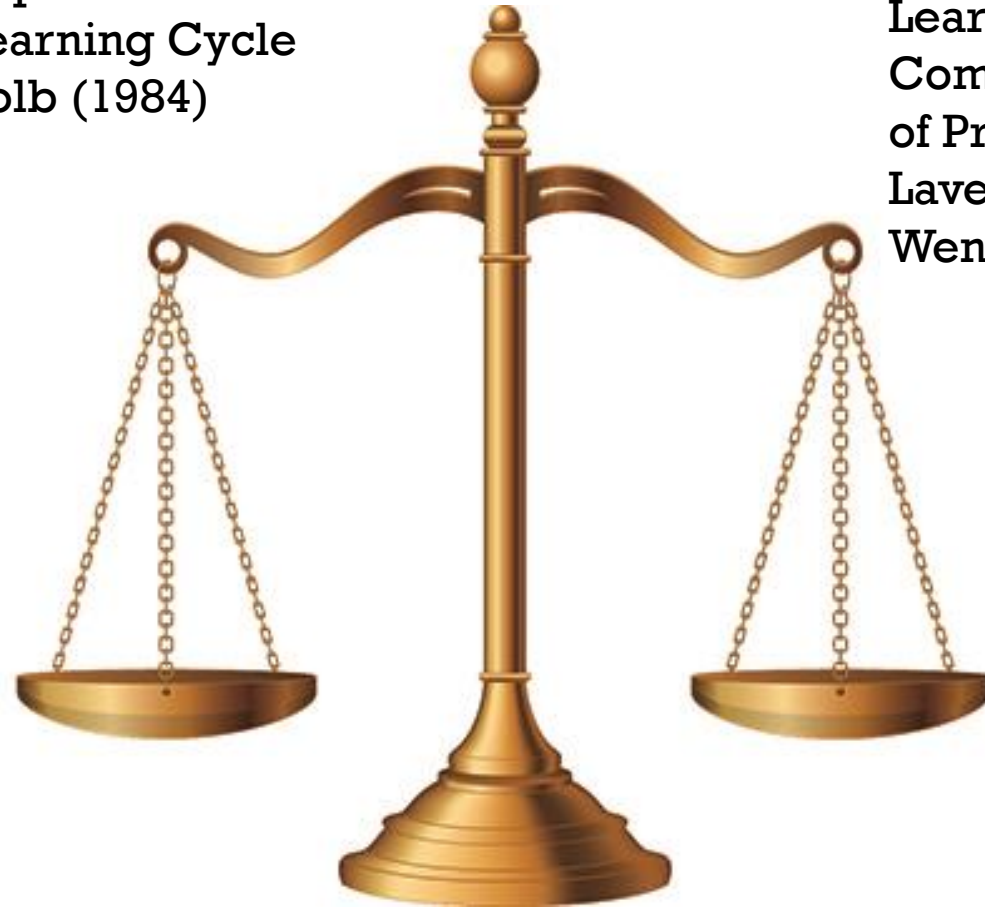


**Faculty Academic Director for Inclusive and Practice-Oriented
Curriculum (ACE)**

**Experiential
Learning Cycle
Kolb (1984)**

**Situated
Learning and
Communities
of Practice
Lave and
Wenger (1991)**

Learning
through
practice



Experiential Learning

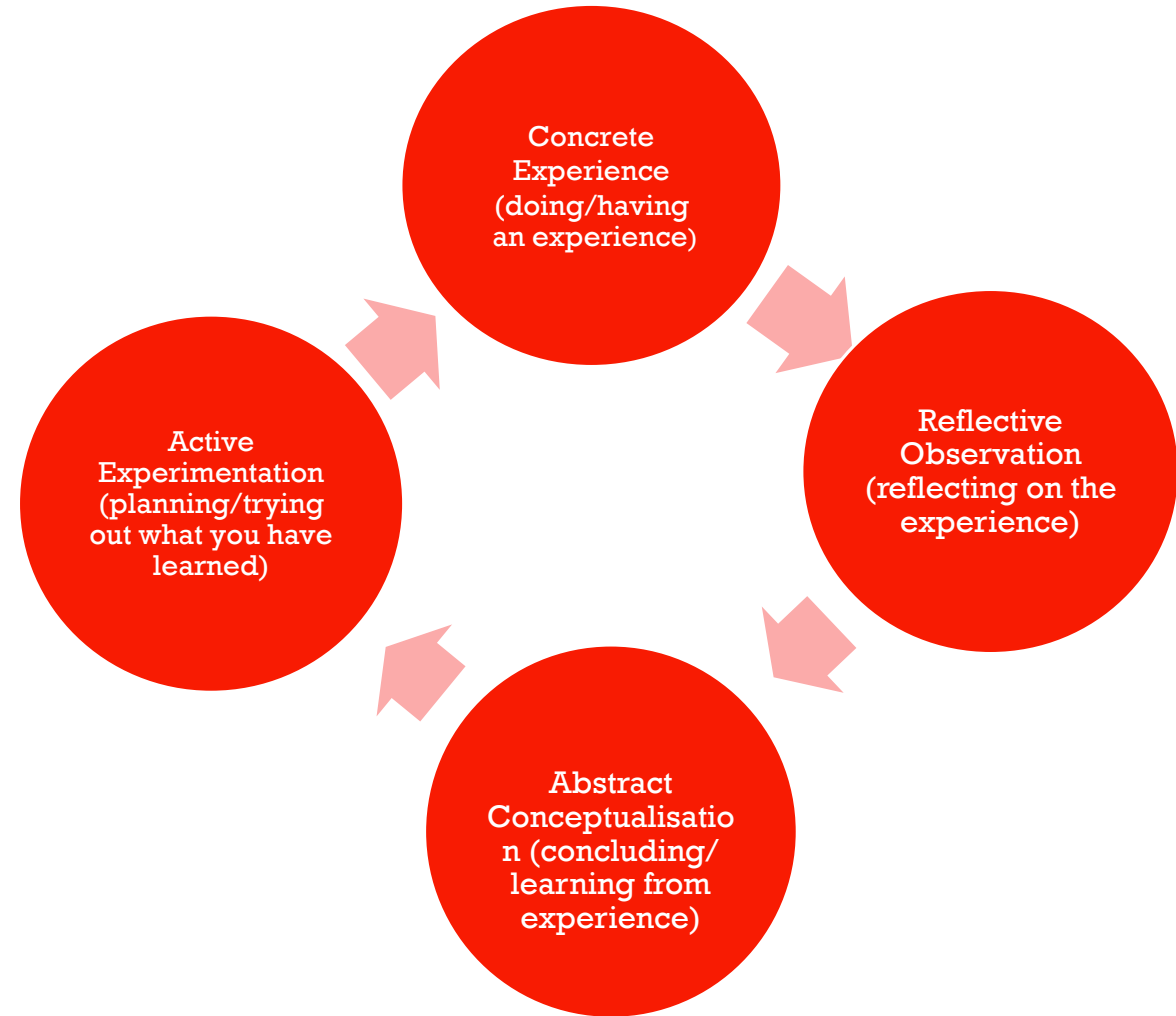
- Builds from socio-constructivist theory
- Experience is core to learning process
- Learning can be formed and reformed through experience and reflection.

Kolb's Experiential Learning Cycle (1984)

Based on:
Dewey, Lewin, Piaget

Others:

Beard & Wilson (2006) Moon (2008) Rogers (1969) Schon (1987)



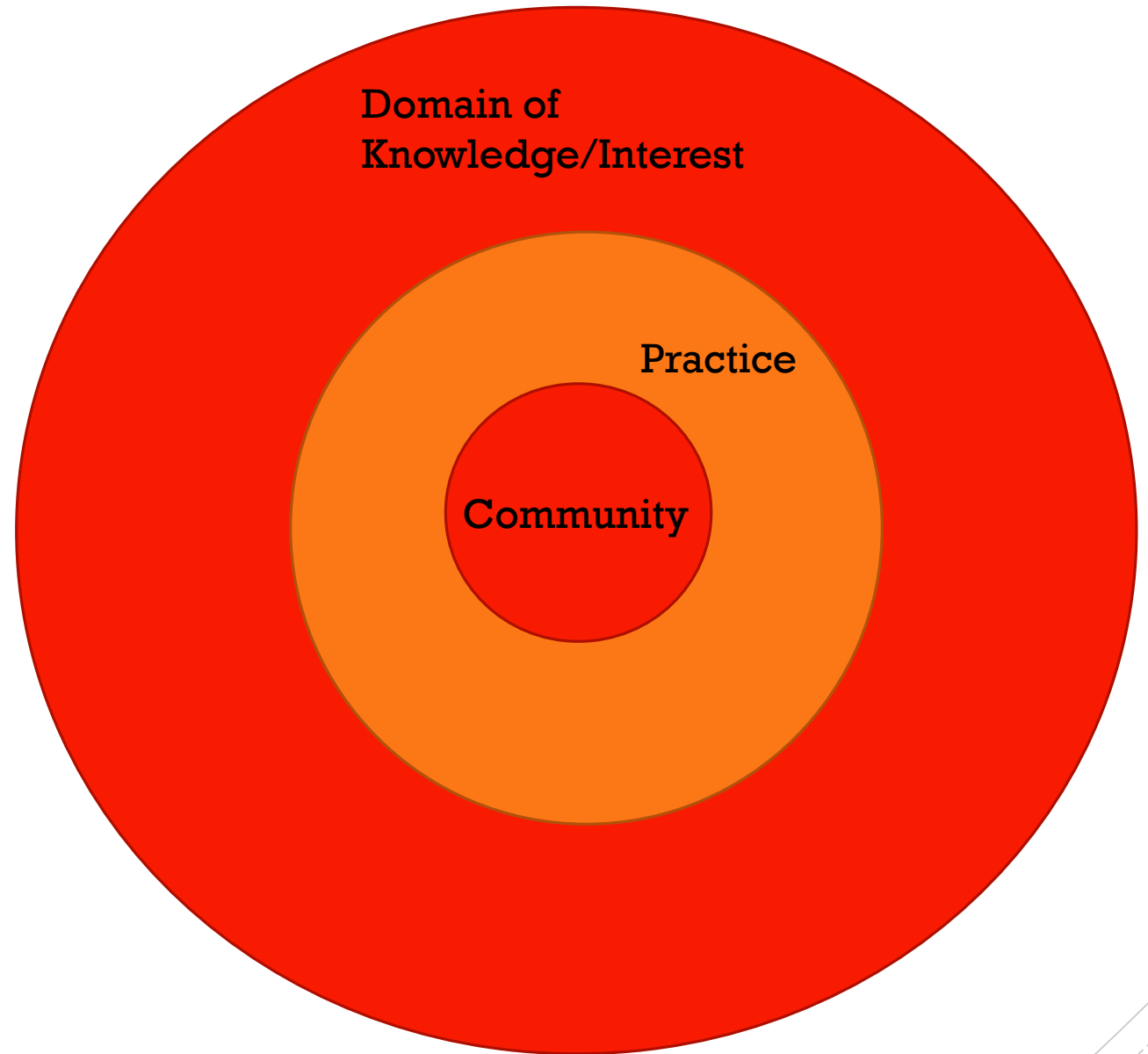
Situated Learning

Lave and Wenger, (1991)

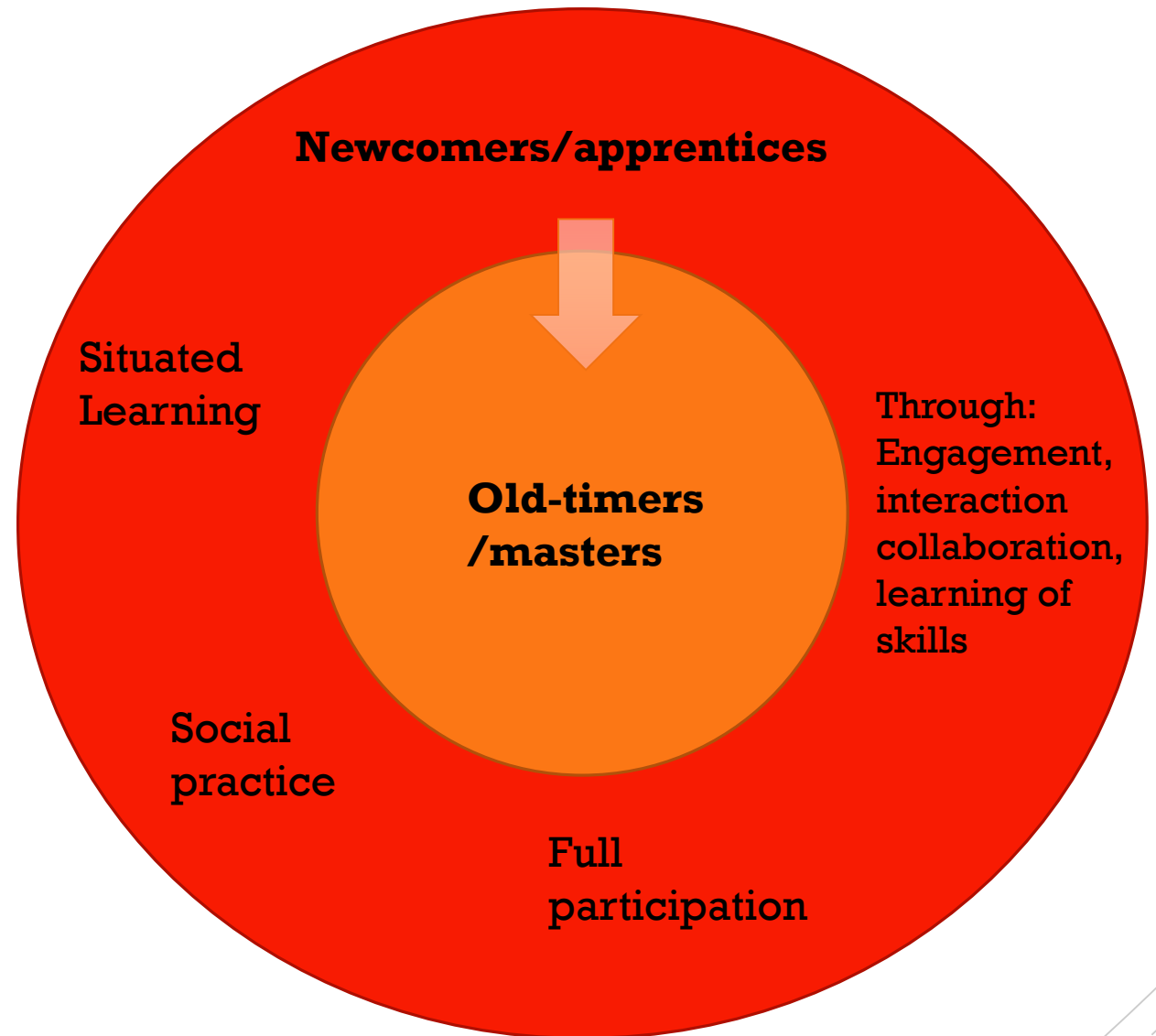
- **Socio-cultural approach**
- **Knowledge is relational and negotiated**
- **Learning takes place in communities**

Lave and Wenger: Communities of Practice

Others:
Brown, Collins et al (1989)
Fuller & Unwin (2005)
Latour (1987)
Rogoff (1990)
Sergiovanni (2004)
Wilkerson & Gijsselaers (1996)



Lave and Wenger's
Situated Learning:
Legitimate Peripheral
Participation (1991)



**Situated Learning
(Participating)**

**Experiential
Learning Cycle
(Reflecting)**

Learning
through
practice



Relating the models to journalism education

- **Experiential Learning:**
- Brandon (2002): “Experiential learning could open new areas of knowledge for journalism education as well as helping to improve the courses for students.” (p65)
- Steel et al (2007): “Doing it for real.”(p 330)
- Kartveit (2009): “..experiential learning offers a comprehensive setting of how practical journalism training can be implemented.” (p46)
- Evans (2016 & 2017): News Days - the embodiment of experiential learning

Relating the models to journalism education

- **Situated Learning**
- **Schaffer (2004) Reflection can be done on the job.**
”...journalists share common ways of thinking and working and individuals who work in the field of journalism incorporate these ways of thinking and working into their sense of self. Coming to think of themselves, at least in part, as journalists.” (Schafffer, 2004. p1404)
- **Tulloch and Mas Manchon (2018) The Catalan News Agency Experiment**
- **Degree Apprenticeships introduced in 2015**

Safe place to make mistakes

- Evans (2017) – for experiential learning to be successful there needs to be a safe place to make mistakes.
- Kisfalvi and Oliver (2016)
- Winnicott (1989)

Two UK case studies

- **University A (close to Kolb's ELC (Kolb, 1984))**
- **University B (closer to Lave and Wenger's situated learning or LPP model (Lave and Wenger, 1991))**
- **Both accredited by the Broadcast Journalism Training Council**

University A

- Hybrid of experiential and simulation based learning
- Real stories, real world reporting
- Material mostly kept in house – safe place to make mistakes
- Big focus on the reflection

University B

- **Optional module working as intern in local TV station (week on/week off)**
- **Runs alongside other modules**
- **Instead of news day module**
- **Material is broadcast in the public domain**
- **Real world experience**
- **Fully immersed - students are treated like and feel like journalists**

Ethical challenges

- **University A:**
- Professional identity – can be seen as ‘unreal’ or disconnected from reality
- Pride in their work
- Exposure
- Securing interviews easier/more difficult

Ethical challenges

- **University B:**
- **Students positioned as journalists from day one:**
- **“...that is the ethos of (name of institution) we tell them don't think of yourselves as students think of yourselves as journalists who happen to be students. It is the kind of ethos we try to instil in all students whether they are on (name of the internship module) of whether they are working as a newsgathering team on news days.”
(Lecturer 2, University B)**

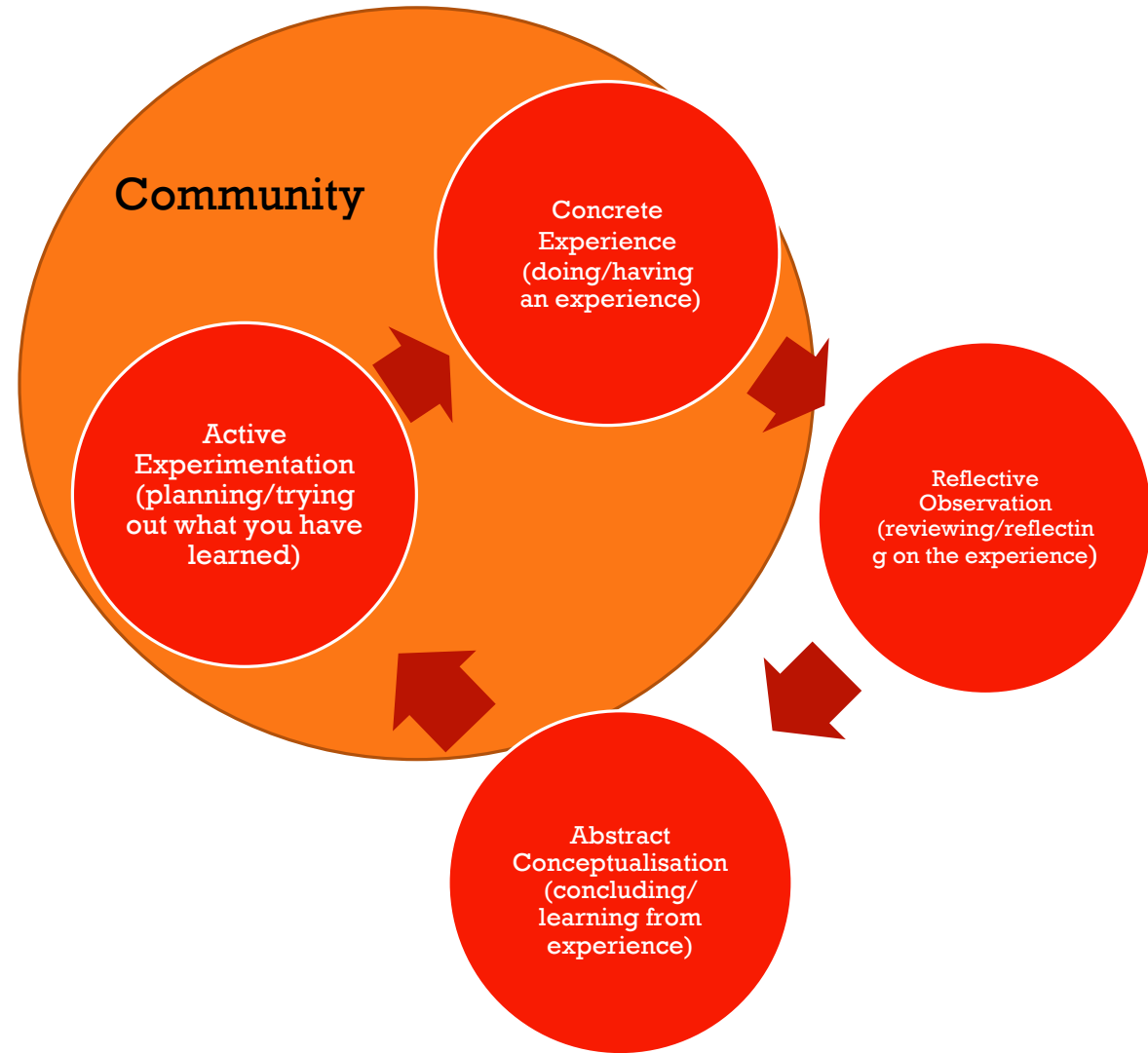
Ethical challenges

- No safe place to make mistakes
- No editorial control – extra measures introduced to mitigate problems that arise.
- Reconciling the differences between classroom and newsroom – expectations, parity and workflow.
- Should it be available to all?
- Unpaid

Can the benefits
of full immersion
mitigate the
ethical
challenges?

- Exposure and full immersion can bring many benefits
- Support needs to be built in to mitigate what might go wrong
- Space for reflection is crucial

Hybrid



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