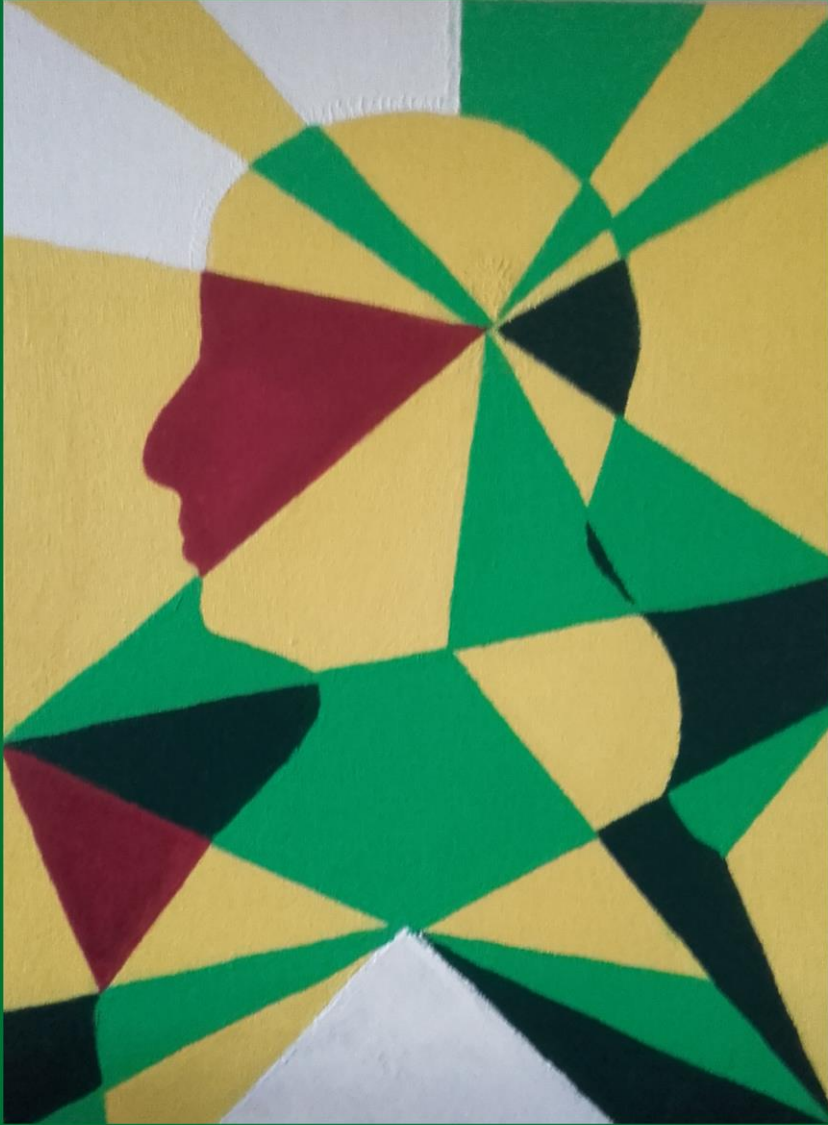


# Community Engagement and Journalism Education: new collaborations that might (just) help change the world.

Jonathan Brown

Senior Lecturer Journalism and Media  
Production

York St John University



New writing from Converge  
students at York St John University  
2018

## Why am I interested in community engagement?

- Doctoral research project
- Widening participation [UniConnect](#) – underrepresented groups into higher education
- [Converge](#) – creative courses for adults who use mental health services.
- Working with community/hyperlocal media partners [York Mix/Jorvik](#)
- Emancipatory/critical/democratic/experiential pedagogies
- [Institute for Social Justice](#) (research)

# Why journalism?

- Journalism in 'crisis', 'decline', 'transformation' and 'reinvention' in the academy and society (Gen Z)
- Responding to 'radical uncertainty' with 'imagination' (Zelizer, 2017)
- Established academic practice in community journalism ([C4CJ](#))
- Extensive scholarship in alternative, participatory, public, civic or networked journalism (Harcup, 2016; Mensing, 2010; Romano, 2015; Rosen 2012)
- Existing conceptual framework: Habermas (2008) Dewey (1916) concepts of democracy/public sphere/communicative action – relevant to journalism and education

# Universities and Society

**Box 1.1: Historical overview of university responses to societal needs**

<b>Social change</b>	<b>Urgent desire of the sponsor</b>	<b>University example</b>
Agricultural revolution	Producing religious administrators	Bologna (11th-century Italy)
Emergence of nobility	Educating loyal administrators	Paris (12th-century France)
Urbanisation	Educating an administrative elite to manage trade	Catholic University of Leuven (15th century)
Sustaining national communities	Validating the state by imagining the nation	Lund University (17th century)
Creating a technical elite	Creating a technical, as well as administrative, elite	Humboldt University, Berlin (19th century)
Promoting progress	Creating economically useful knowledge	Land-Grant Universities (19th-20th century U.S.)
Supporting democracy	Creating elites for non-traditional communities	Dutch Catholic Universities (20th century)
Creating mass democratic societies	Equipping citizens with the knowledge to function in a mass democracy	UK 'Plate Glass' universities of the Robbins era (1960s)

Source: Adapted from Pinheiro et al. (2012) in Benneworth and Osborne (2014)

# 'Third Mission': global policy context

- Community/social engagement as "**third mission**" (Laredo, 2007) alongside teaching and research - but primary focus on production of economic (knowledge)

But moving up the policy agenda ...

- 1982 OECD *The University and the Community*/UNESCO/EU2020 strategy
- UK - [NCCPE](#)/REF and KEF
- Canada, Chile, Germany, Japan, South Africa (Maasen *et al*, 2019)
- Project Ireland 2040

# What do I mean by community engagement?

- Community engagement is "a process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial even if each side benefits in a different way" (Benneworth *et al*, 2020).
- Communities can be defined as publics or groups external to the university which typically do not engage with the university, may be socially weaker and/or socially excluded and may lack resources.
- NOT major/powerful industry/business partners who may benefit through conventional technology or knowledge transfer processes.

# Research questions

**RQ1: In what ways can undergraduate programmes in journalism education at UK HEIs be described as 'community engaged'?**

- SRQ1: What promotes/inhibits CE from happening in this field?  
(wicked problems)
- SRQ2: What are the affordances/constraints for community engaged journalism educational practice in UK HEIs?
- SRQ3: How can best practices be shared and encouraged?

# Intended contribution

- To contribute to knowledge by undertaking the first mapping exercise of community engaged practice in the field of journalism undergraduate education at UK HEIs.
- To extend current practice by facilitating a new network of educator-practitioners able to share and develop expertise and ideas.
- To work towards social justice goals by seeking to reengage the field of journalism, the academy and marginalised communities/audiences through a more participatory and democratic public sphere.




# Methods


- Document analysis – REF impact statements/KEF narratives
- Questionnaire
- Case studies

# Dimensions of community engaged practice

- I. Teaching and learning: curricula, pedagogy, service learning
- II. Research – collaboration, community sources, activism
- III. Knowledge exchange – consultancy, civic role, media
- IV. Student initiatives – student media, clinics, service learning
- V. University – shared facilities, campus access, WP
- VI. Policy – funding, recruitment/promotion, mission statement (Benneworth et al 2020)

A large orange circle graphic on the left side of the slide, containing the text 'Possible issue areas of community engagement practice'.

# Possible issue areas of community engagement practice

- Climate crisis/sustainable living
  - Social/racial justice
  - Inequality
  - Rebuilding after Covid/trauma/disaster
  - Democratic/media literacy
- 
- A decorative yellow dashed line graphic in the bottom right corner of the slide, consisting of several curved segments.



How can  
I get  
involved?

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