

## Cost effectiveness of journalism education in a small nation state

Halliki Harro-Loit

*Assoc. Professor of Journalism  
Institute of Journalism and Communication  
University of Tartu  
Ülikooli 18, Tartu 50090, Estonia  
halliki.harro@ut.ee*



The article discusses the role of journalism as a discipline in a small nation state and provides analysis of the economic factors that influence the journalism programs. The article discusses some of the economic aspects of journalism education at the academic university and provides a case study on the basis of the two programs provided by the University of Tartu: Bachelor (BA) and Master's (MA) programs. The curricula are held by the Institute of Journalism and Communication.

**Keywords:** journalism curriculum, education, cost, small market.

### **Journalism education at the University of Tartu: university-based education for a small nation-state**

Journalism education at University of Tartu was established at 1954. Currently no other Estonian colleges or universities provide journalism education programs. Likewise journalism has fulfilled an important role in Estonian culture (the first periodical in the Estonian language emerged in 1766 and periodicals have been published regularly since 1857); also journalism education at the academic university functioned as cultural resistance to Soviet ideology. Hence, historically Estonian journalism education approach has been developed in an academic climate. Despite paradigm shifts, Estonian journalism's educators, students and editors have been, at least since the 1980s, debating the same conflicting choices as the old western democracies: the need to marry theory and practice; to engender scholarly debate and reflection; to provide both training and education; to recognize the challenges of constantly changing journalism

environment, while teaching enduring standards; and how to produce journalists who are both critical and respectful towards their own profession (Harrison, 2007, p 175). There is one significant difference: Estonia is a very small society and therefore a national university and the provision of journalism education are from the economic point of view luxury items.

In January 2008 the Estonian population was 1.34 million people. The *number of students* at the University of Tartu was over 17,000 (of whom 5,100 were external students at the Open University). The number of students at the Institute of Journalism and Communication was approximately 500 (including the doctoral students). Admission at the BA level of regular studies and the Open University was on average during 2004–2007, 76.25 students per year; at the MA level of *journalism* the average was 8–10 students (most of which were state-funded places). That means the journalism program at the MA level is economically inefficient concerning the number of students.

The academic staff consists of 24 full time teachers and research fellows and 11 part-time teachers and researchers. The number of students increased at the end of the 1990s due to opening another programme, overall increasing the number of students and the continuous popularity of communication programmes among entrants. The number of students in 1997 – 223 – had more than doubled by 2002 – 462. There are about 1,000–1,500 jobs for news journalists in the labour market (depending on the state of the economy). About 25 per cent of practising journalists are graduates of the journalism programmes at the University of Tartu.

Certainly these small numbers raise the question about the sustainability of the idea of specialized education for journalism. From the perspective of society it is still important that journalism and media education provides journalism and communication students with a better understanding of how their profession, and the skills it encompasses, are woven into the larger social fabric (Skinner, Gasher, Compton, 2009, p 343). In 2001, the University of Tartu joined the Bologna process. This changed the pattern of journalism education: currently at the BA level, journalism education is part of the program “Journalism and Public Relations” (a 4 years Bachelor program in public relations started in 1996). Students can take special *journalism modules* (but they are free to choose also the public relations modules). These modules are available

also for the students from other disciplines who can take journalism as a supplementary education.

At the Master's (postgraduate study) level, the journalism curriculum is autonomous but several subjects are shared with the public relations curriculum. In 2005, the first BA students finished their studies; in 2008 the first students in journalism finished their 3+2 Master's studies. The number of graduates in journalism (3+2 MA) in 2008 and 2009 was only 5 students. An important note to mention is that the University of Tartu provides a full-program in journalism in the Estonian language. The special courses referred to by Stephen Cushion are an additional one-semester English-language program (Cushion, 2007, p 427).

This study attempts to describe an economic model of journalism education under limited financial and human resources. In addition, the aim of this article is to provide concrete numbers concerning funding, number of personnel and salaries, volume of courses measured in credits etc. Although the numbers are inconsistent at the micro level (it is sometimes impossible to fix the situation within one year), the magnitude of the cost of the curriculum might be helpful for the other journalism program holders to discuss the economic model and cost efficiency concerning the journalism education in different market situations. The economy of journalism programs comprises many different factors, some of which come from unique contexts and others, which are more characteristic to journalism education in Europe and US.

## **Integrated curriculum: cost-efficiency through synergy**

The journalism programme at University of Tartu has been multi-dimensionally integrated. As Pasaodes describes, integration in higher education can take administrative or curricula forms (Pasaodes, 2000, p 73). In case of Tartu the integration appears to be administrative based on curriculum. The teaching and research staff are integrated, although most of the teachers hold a personal 'research identity'. Teaching is research-based.

Journalism education at the University of Tartu compromises of vocational training and a broader programme of study based on social studies (especially since 1992 when the Faculty of Social Sciences was established). In this respect the program slightly differs from most of the

traditional programs, which combine practical training with liberal arts courses (Deuze, 2001, p 5).

Discussions over the concept of journalism education – should it primarily satisfy the demands of news organizations by providing newsroom-ready graduates (craft-based approach) or provide interdisciplinary (academic) programmes (e.g. Frith and Meech, 2007; Cushion, 2007) – have been present also in Estonian professional forums. This discussion includes economic arguments towards academic education that contains professional skills as part of a learning outcome. The Estonian media market is so small that the attempt to establish a vocational school in the 1990s was not successful. Trade associations (of newspapers and of broadcasters) founded a Media College Foundation with the large-scale intention to establish a full curriculum vocational school for training professional journalists. The idea was not sustainable due to absence of appropriate investments by the local media industry. Based on the financing of Denmark's Baltic Media Centre, the Estonian Media Centre operated as a provider of short term mid-career training courses until 2002. By 2002, the major activities had been terminated and in 2007 the Estonian Media Centre was officially liquidated. *Inter alia* this indicates that the media industry lacks resources and motivation for long-term investing into the professional educating system fearing that competitors would benefit by it.

At the same time the situation of journalism education in Estonia is almost identical to the situation in Slovenia (population is about 2 million) described by Kovačić and Laban: editors are not familiar with the curriculum of current journalism studies although they still criticise it; journalism education has been a popular topic not only in the academic community but among journalism professionals, politicians and the general public; when somebody is dissatisfied with the way media reports an issue the responsibility is attributed to educators of journalists. In Slovenia (as in Estonia), the Faculty of Social Sciences at the University of Ljubljana is the only institution providing journalism education. Co-operation between the journalism educators and the mass media has been present through the history of journalism education, yet it is still necessary to further promote mutual understanding (Kovačić and Laban, 2007).

This comparability leads to the conclusion that the tension between theory and practice is only apparent. Rather the tension exists in (market-

lead) journalism institutions and the public expectations of the functions of 'good journalism'.

In Europe, the tension between the *practitioner* and the academic seems to be left to the late 20<sup>th</sup> century debate. Kelley (2007, p. 4) points out that in the last decade the debate on journalism education moved past the theory *versus* practice debate toward a more nuanced reflective and thoughtful vision. The concept of journalism education at Tartu also shifted towards the synthesis of theory research and practice about the same time although one important motivation factor was the need to use teaching resources efficiently. The conceptual shift that Niblock (2007) labels as *reflective practice in journalism* (from 'knowing how' to 'being able') is applied via greater attention to the didactics. We have reached an understanding that under the circumstances of a permanently changing labour market the curriculum should not rush toward multi-skilled professional training (to the essential extent the MA students can elaborate these practical skills during an aggregate of three months of internships at different media organizations. The focus is on journalism techniques (listening/interviewing, reporting, various text analysis methods, creative writing etc.) coupled with critical analysis of the contexts, creativity, ability to reflect upon one's own decisions, values and competencies and ability to select and use appropriate information processing methods. From the perspective of resources, on one hand these learning outcomes need teaching competencies that could be used for teaching both journalism and communication students. On the other hand *reflexive journalism education* also enables better use of the journalism students' past and future experiences to add effectiveness to the *learning* process.

Effective utilisation of teachers' and researchers' resource and the above mentioned valuation of competence of socially critical analysis provide the reason, as to why integration of journalism education with other communication specializations is not avoided but rather appreciated at University of Tartu.

At the same time, some leaders of the Estonian media organizations have been extremely critical about the integration of public relations and journalism education (Meeting, Sept. 2009). Hynes (2001) argues that lightened interaction in university study provides opportunity to appreciate the strengths and shortcomings of the standards and ethics of each field as it affects their own professional practice (Hynes, 2001, p 287).

This reflects the view that has been agreed at the Institute of Journalism and Communication at Tartu. In the context of the present article, I argue that collaboration instead of competition between communication specializations is a way to achieve risk-spreading and thus maintain the critical number of students who attend journalism and communication studies. Namely, a small media market means also a small and vulnerable labour market for professional journalists. New employment patterns as well as mergers in the media sector may reduce or relocate a significant number of jobs. The vulnerability of the labour market also supports the need for integrated curricula, in which journalism as a profession remains significant. From the point of view of students, it would be wise to be prepared for different job opportunities (e.g. communication management, journalism, media teacher, media researcher etc.) as the possibilities on the labour market could be influenced by the economy, technological changes or personnel policy in one or two major companies.

### **Composition of program: economic aspect concerning the combination of courses**

The general aim of the *Bachelor program* in journalism and public relations is to provide students with the basic knowledge in social sciences; research on media and communication and elementary skills for working *as a reporter* or *public relations officer*. Students can specialize in journalism or PR or choose a combination of both specialization modules. Modules contain 2–4 subjects; ‘Narrow field modules’ are focused on general media and communication studies.

Base module I: social sciences (24 ECTS) obligatory

Base module II: communication studies (24 ECTS) obligatory

Narrow *field* module I (24 ECTS) – obligatory (*field* means ‘communication’)

Narrow field module II (24 ECTS)

Speciality modules: two modules *for journalism* and two modules for PR (each module is 24 ECTS)

Optional subjects (12 ECTS) and Bachelor thesis or exam (6 ECTS)

The speciality modules are the most expensive as there is more individual tutoring and use of technical facilities.

At the *Master's level* (post-graduate program) the Institute holds 2 programs: Journalism (120 ETCS) and Communication Management (120 ETCS).

According to the curriculum specification, the goal of the Journalism program is to “...prepare the students theoretically and practically for working successfully as editors in different media channels. The graduates will possess knowledge and skills that enable them to independently solve the problems related to information analysis, text production and team work. The primary supervision experience will allow them critically to reflect both their own and others professional experience.”

The curriculum is divided into three different types of subjects (courses):

- Theoretical subjects concerning journalism and society (5 obligatory subjects and 7 elective subjects)
- Research methods and journalistic methods (1 obligatory subject and 10 elective subjects)
- Practical subjects (2 obligatory subjects and 11 elective subjects). Practical subjects include two 6–10 weeks long supervised internships + 10 days of team-work at a local radio

The imbalance between the number of obligatory and elective subjects partly comes from economic arguments: the Institute should be flexible in providing some subjects not each year but every other year. If the number of students is small (i.e. less than six students) or if it is too expensive to regularly outsource a highly qualified professional (if the staff member can not teach for any reason) it is reasonable to provide more elective subjects and less obligatory subjects. Obligatory courses mean that the Institute should guarantee that the students can take these each year. Elective subjects provide some elasticity: it is possible to link the teachers' research interests better into the teaching process or the Institute could regulate the teaching load of academic staff more easily. Still, I propose that the fixed number of obligatory courses (with guaranteed quality) makes the learning outcome stable and more transparent for society, students and employers.

## Combined funding for teaching

The funding for the Institute of Journalism and Communication comes from variety of sources: state money (for teaching), tuition fees, research grants (national and European) and income from further education, which is currently very small. The Journalism program at the public University of Tartu appears to be a 'quasi-public service program' if we look at the income sources.

Table 1. Funding of the Institute of Journalism and Communication, Tartu University, in 2009

	Total income	University overhead	Left for the Institute
State budget for teaching	Redistribution of state money: the faculty gets a certain sum of money that is distributed between institutes	* 34 % – before the money reaches to the institute	107,722€ <sup>1</sup>
Open-university fees	164,347€	38,213€	126,134€
Paying students	168,497€	56,166€	112,331€
Additional state finances (including doctoral theses)	8,400€ (for each defended PhD thesis) 12,800€		21,419€
Different research grants	151,087€		151,087€
<b>Total</b>	<b>613,072€</b>	<b>94,379€</b>	<b>518,693€</b>

<sup>1</sup> EEK funding converted to EUR at the rate of 1€ to 15.6466 EEK.

While the institute is dependent on teaching fees (839 EUR per semester, about 39 EUR per 1 ECTS), all the research fellows have teaching obligations, so therefore the research grants also contribute to teaching.

## The cost of teaching

The cost of the *teaching staff* is calculated (see Table 2) on the personnel's annual salaries. In total 16 jobs are financed from teaching funds and 6 plus 4 (par-time) jobs from the research grants.

Table 2. Personnel data at the Institute of Journalism and Communication of the University of Tartu at the beginning of 2009

Position	Average annual salary (€)	Number of staff
Professor	25,500	2.2
Associate professor	23,600	4
Senior research fellow	23,600	3
Research fellow PhD	16,000	3.3
Research fellow MA	12,000	3.5
Lecturer PhD	16,000	3
Lecturer MA	12,200	6.25
Administrator	11,500	5
<b>Total expenditure</b>	<b>392,473</b>	<b>31 employed persons</b>

The Institute needs to pay independently for the office and seminar rooms, while the Faculty pays for the lecture rooms. In 2009 – the Institute occupied 363 square meters at a cost of 15,765€. Other costs include the library, technology, mailing and telephony, for about 20,000€.

The Institute has kept the expenses for radio and television instructing low: 7 computers for audio and audiovisual editing; 2 professional television cameras, 10 audio recorders; 3 hand cameras (for focus groups and interview training).

The Institute has developed a special fund for enabling each staff member to either or both possess a computer and attend conferences. As most of people do not have a stationary working place we have introduced the laptop-approach – to turn the office-space shortage into virtue by increasing computer mobility: the lap-tops can be used at conferences, in lecture rooms, in the office and at home. This ‘personal’ fund also contains personal bonuses for overtime Open University teaching hours (mainly at weekends). Instead of simply making cash payments, this contribution improves working conditions. Also the research grants can be used for conferences and technical development.

## Cost of the programme: factors that influence the economy

Different factors influence the cost of the program: the number of courses (in program totally and per year); the number of credits (one ECTS means about 27 hours of work, usually half of this is spent in lec-

turing); the number of students in a class; the type of course; the qualification of the teacher(s); the need for technology and rooms.

At the University of Tartu, the Institutes own the programs. Each subject has a code that enables to link it with certain Institute. When the Institutes get funding from the state at University level, the amount is calculated on the number of specialists (journalists, public communication managers) the state has ordered plus the number of credits the Institute has given to the students. The latter factor means that for the Institute it is beneficial to teach as many students as possible (including students from other faculties) and more beneficial if these students take courses that deliver increased credits (e.g. 6 or 9 ECTS).

This system is motivating the Institutes to teach using their own staff as much as possible. In those instances of outsourcing the work to external teachers: the Institutes pay for teacher but the code of the subject remains the property of the Institute, which means the Institute can collect the credits.

The negative side-effect of this system is that academic staff at the Institute of Journalism and Communication is using more resources for teaching than in case the cooperation between other Institutes of the Faculty of Social Sciences and other faculties (e.g. economy, law, sociology), which would be economically more motivated. For example, the course on media economy would benefit from team-teaching between the teachers of two faculties: each expert could focus more on their speciality and use the preparation time more efficiently. The number of students would be bigger on the course but they could learn from each other (at the MA level).

In order to calculate the program cost, I would propose using the subject (course) based approach. From this perspective, four different layers would be helpful.

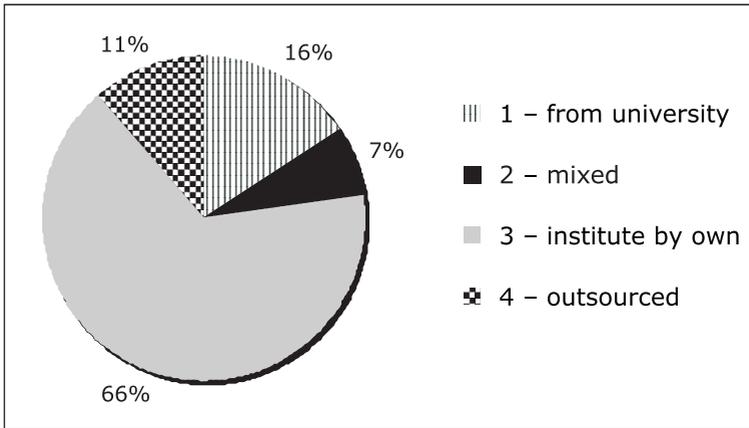
First, consists of the number of courses delivered by the staff of the institution, which owns the program (institute, faculty, university, college) and the number of 'outsourced' teachers. The latter category is important as the practical skill-training might be carried out by practitioners who are not motivated to be fully employed by the university but actively participate in some courses or contribute via teaching the whole course.

At the University of Tartu, programs include 4 different subject categories: courses provided by the staff members; courses provided by the

other Institutes (another code, credits are ‘given away’), mixed courses (staff member(s) teach together with expert(s) hired outside the university).

The proportion of these 4 program categories in the BA program on journalism and public relations is represented in Figure 1.

Figure 1. Division of courses according to the providers



The type of courses at the MA level (Journalism) is almost the same, except general subjects from other faculties are not included in the program. Still each student can take these as elective parts of the curriculum.

The second category is linked to the volume of the program (see Table 3): the number of courses and the volume of different courses measurable in credits and how this is in relation to the teaching load of academic staff.

The critical question is the volume of classes and independent work for one ECTS.

Table 3. Volume of the BA program in Journalism and Public Relations

	Number of courses all together	Number of possible credits	Number of credits that are obligatory for the students in order to get the degree
BA program on <i>Journalism and Public Relations</i>	44	228 ECTS + elective courses: 60 ECTS	180 is the whole program for the degree, of which 114 ECTS are obligatory from Journalism and PR program

Any student can take a bit less than 50% of the subjects from any other university curricula. This enables journalism students to acquire specialised knowledge from other disciplines (e.g. economy, law, biology etc.).

The courses are different by volume: 3, 6, 9 and 15 ECTS. The average working hours for a student for one ECTS is about 27 hours, therefore the teachers usually plan the content of teaching-learning according to that norm. According to the data of the course syllabuses of the BA program (concerning the currently delivered courses) classes take altogether 1,841 hours + about 60 hours of web-based courses (enabled Internet based learning).

Hence, the volume of the classes for teaching BA courses is about 2,000 hours (66% is delivered by the staff of the Institute). Individual work (done by the students themselves) is an additional 2,000 hours. Individual work could be bigger but the journalism program is specific, i.e. it includes a number of skill training classes and these increase the hours that the teachers and students spend in the auditoriums.

Basically the courses could be divided into two types: one-teacher courses and team – teaching. On one hand, team-teaching enables the use of synergy in various aspects. First, the academic personnel are more free to go to conferences and do research periodically. Secondly, people teach in areas where their competence is greater. On the other hand, team-teaching demands time for communication, careful planning, co-ordination and a deliberate evaluation and feedback system.

The link between the qualification of the teacher and the price of hours he/she teaches is a tricky category from the point of view of the whole program. The more experienced the teacher is, the less they need for preparation. On the other hand, the younger staff members also need teaching experience, and they usually need far more time for preparing a lecture or a course. In order to escape these 'teaching load' discrepancies at the Institute, an agreement was reached that each staff member would have to deliver 4 courses per year without taking into account the qualification and the position of the teacher.

The third category is the number of students who study basically at one program and the number of students that take one or another subject or group of subjects.

At the University of Tartu the average number of students who take the courses from Journalism and Public Relations program (the calcu-

lations do not include the subject “Introduction to the social sciences”, which the all the freshmen of the Faculty of Social Sciences attend) is 60 students per class. There are also classes for 7–15 students and classes for 130–150 students. Small classes are usually practical journalism training classes while more general subjects on media and communication are interesting for the students from other programs. There are a lot of students who take journalism as a minor subject at the BA level while their major subject could be history, philology, philosophy, law etc.

About 50–60 students per class is cost-effective and at the same time enables also to arrange seminars. More than 60 students per class would demand team-teaching or otherwise the quality of learning would be compromised. Economically, as previously stated, large classes are most efficient (a bigger number of students bring more credits ‘to the account of the program holder’), but only if the evaluation and feedback system is based on tests or other evaluation methods that do not require a lot of time from the teacher. But a program could afford only few such mass-classes otherwise the quality of learning would destroy the image of the program.

The fourth category includes the type of interaction and didactics applied to certain courses. The type of contact between teacher and students could be more or less time consuming or the technique enables to use distance-teaching, where the teacher’s time is used more efficiently and there is no need for extra travel money (web courses, lectures, seminars). In the journalism programs there are lecture-type courses, seminar-type courses, practical training courses and mixed courses. In the case of lecture-type courses, the contact hours might seem to be small, but teachers should carefully prepare materials and the quality of teaching depends on the number of home assignments and the personal feedback the teacher gives to the student, selection of the reading material and the quality of each lecture. Therefore it is not easy to assess the actual workload of the teacher.

Practical training demands many contact hours (easier to count) but might be less demanding concerning the preparation time.

The fifth category is the cost of technique and the cost of rooms. Journalism programs usually need technical facilities to teach audiovisual media (television or radio production, web-based publishing etc.). The concept applied by the Institute of Journalism and Communication

at the University of Tartu is that the students get only basic television and radio reporting competence (television and radio news; feature stories). The use of technical facilities is not intensive enough to be cost-efficient. For those who wish to specialize in television, the curricula contain opportunities to have practice and master classes at television production companies or broadcasting stations. The Institute is using about 6,500€ per year for the current update of the technique.

Indirect costs include admissions, registrations and other student services (IT), proportional share of the university building, the library, financial-administration etc. (the overheads budget should cover this). But this budget is very difficult to calculate as the Institute pays overheads to the University and some of the central services (e.g. admission) are delivered by the university.

## Calculation of different types of course

By taking into consideration the afore mentioned factors it is possible to calculate approximately the price of each course. That calculation is helpful if the Institute is considering to introduce a new course; to negotiate a job agreement with people who would act as visiting – teachers or need to decrease the resources devoted to teaching.

In order to rationalize the cost analysis, I would propose to group the courses into four different types that should be balanced amongst each other within one program.

*AA expensive small classes* (less than 20 students) that demand a lot of time + high qualified teaching + technical support

*AB relatively expensive small size classes* that demand highly qualified teaching (or the Institute buys in the services of a highly specialized and highly qualified teacher for a higher cost than usual), but not expensive technology. AB courses might also include classes for 50–60 students, but then smaller group-seminars are also provided or students get current feedback via the web etc.

*BA large classes* and lecture-based teaching: the cost depends on how much resources are put into didactics, feedback, consultations etc.

*BB 'economy' classes*: large lectures and minimized contact hours from the lectures

The hourly costs for a BA type of course are calculated as follows: Subject: Media law and ethics, delivered by either a Ph.D. or an associate professor working alone; the average salary is divided by 134 hours, which is the normal workload per month. The workload for this BA type course is presented in Table 4.

Table 4. Calculation of Total hours for a BA type course for 60 student course

Number of students	Number of auditorial work	Homework, feedback and exams	Preparation time	Total working time
60	40 hours of lectures and seminars	Each homework assignment: 5 minutes per person = 5 hours + oral exam 20 minutes per person = 20–25 hours (re-examination included)	20 hours Preparation time norms 1 hour before each lecture or seminar (as this is not a new course)	80–85 teaching hours

The teaching costs are about 1,020€ as the average price of hour of this teacher is about 11.5€ per hour.

Room and technique costs are about 65€ (including some materials etc). Hence the average BA course costs about 1085€, which is about 15.35€ per student (but only for the teaching).

Partly this is an artificial calculation as the prime cost includes the concept of the course, the qualification, knowledge and didactics that are preconditions for such a course; plus all kind of support (bureaucracy, the library etc.) Anyway, this calculation would help to find out the critical number of students per class.

## Discussion

It is complicated to calculate indirect costs, separate research and teaching resources. The cost of single subjects and the cost efficiency of the whole program is an indirect calculation but helps to plan the further strategies of the whole Institute (or faculty). As there is no generally agreed matrix about the courses that a journalism curriculum should consist, the Institute might be impressed (e.g. by the students or employ-

ers) to amplify the curriculum. This might decrease the sustainability of the Institute or journalism as an academic scholarship. For example: in the case the investments into teaching are too large, the staff might have less and less time and less motivation to do high-quality research. This might continue for some time, but then the funding from teaching falls (e.g. the number of students decreases or the state funding decreases etc.). The entire Institute would now be in serious trouble, as the research money is granted on a competitive basis (i.e. the number of publications, citations, research grants etc.). Hence it is important to balance the resources, which are invested into curriculum, with the funding structure.

On the other hand, the program quality should meet the quality criteria. In the case of Tartu, the market is a duality: as an academic university, the program should meet the criteria of international academic research. But as a trade-oriented program it should meet the criteria of specialist competencies. Therefore it is important to know which courses cost a lot and whether the teaching results are worth that sum of money. If the program is balanced: is it cost-efficient to outsource some courses or is it wise to find a full-time teacher?

The question of the cost of a certain programme could be put into the context of one university (e.g. the cost of the journalism program to compare to the programs in other social sciences or natural sciences).

The present study is based on one case study. It would be important to compare the approximate cost of journalism programmes or the cost of similar subjects in different European journalism schools and universities. While the higher education institutions face the need to reduce costs or redesign the funding principles, the comparison provides a possibility to discuss the economic and quality balance opportunities concerning various program models at the BA and MA level. The comparative view on the cost of different subjects would enable the critical analysis of where the reduction could be done so that it does not affect the quality of the whole program and which courses are universally and inevitably expensive in journalism education.

Journalism programmes could be found from the website: [www.jrnl.ut.ee](http://www.jrnl.ut.ee)

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## **Žurnalistikos studijų rentabilumas mažoje šalyje**

### **Santrauka**

Straipsnyje aptariamas žurnalistikos vaidmuo mažoje šalyje ir analizuojami ekonominiai veiksniai, sąlygojantys žurnalistikos studijų programas. Taikant atvejo studiją, nagrinėjamos dvi – pirmosios ir antrosios pakopos – žurnalistikos studijų programos Tartu universiteto Žurnalistikos ir komunikacijos institute.

**Raktiniai žodžiai:** žurnalistikos studijų programa, išsimokslinimas, kaina, maža rinka.