

## Globalization, Journalism Education, and Student Exchanges in North America: Canadian and American Perspectives

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'Crosscurrents: Journalism and Globalization' (JAG) was an exchange project (2001-2006) for journalism student participants from six colleges and universities funded by the federal governments of Canada, Mexico and the United States... the study was to determine to what extent JAG student participants from two participant schools, Mount Royal College and the University of Iowa, developed a global perspective on journalism and journalism education... and whether the project had an impact on the participants as individuals ... based on five research questions.

Literature	Questions, Methodology and Caveats
<p>*Globalization has led to complex interactions between nations and cultures, and demonstrated a need for the development of internationalized educational curricula that are broadened by the comparative approach, the inclusion of cross-cultural communication, and interdisciplinary options (Runte, 2001). Globalization of the media calls for knowledge of globalization, and globalization of journalism education within the local context (Holm, 2002). Journalism educators therefore have a duty to provide students a global or globalized journalism education despite different models of training (Deuze, 2004) ...* globalization and internationalization of journalism demands that journalism students develop "global literacy," the ability to, in the words of Deuze (2004), "connect the local to the global." (p.132)...*even though journalism education is country or even culture-specific, journalism educators need to globalize their curricula even as they contextualize journalism education...*the main challenges facing journalism education programs world wide include: recognition of and respect for cultural diversity--this includes training in multiple perspectives such that journalists develop knowledge about different countries and cultures--coming to terms with media convergence, and an awareness of the internationalization and interconnection of the media and of journalism on a global scale (Deuze 2004).</p> <p>*Intercultural Communication: intercultural adaptation (Adler, 1974) is a process of transition from one state or level of awareness to another, and is both personal and cultural. *Contact with another culture impacts on one's values and ability to cope...and provides an antidote (Ruben &amp; Kealey, 1979) to 'culture shock' (Oberg 1960).</p>	<ol style="list-style-type: none"> <li>1... did the project help students engage in multicultural dialogue?</li> <li>2... change participants' view of their host country?</li> <li>3... change the participants' view of their own country?</li> <li>4... help students gain a global perspective on journalism and journalism education?</li> <li>5... contribute towards the personal growth?</li> </ol> <p>*A multi-method (quantitative and qualitative) anonymous questionnaire.</p> <p>*The quantitative part of the question used a five-point Likert-type scale with an "agree/disagree" response continuum. Students provided comments as well.</p> <p>*Focus on students from Mount Royal College and the University of Iowa. Other partners chose not to participate.</p> <p>*Questionnaire was administered differently in both institutions.</p> <p>*Ten of eleven Mount Royal College students who took part in semester-long exchanges completed the survey.</p> <p>*Participation was voluntary.</p> <p>*The University of Iowa administered the survey to the 8 students who participated in semester-long exchanges, as well as 6 students who participated in a 10-day exchange between Iowa and Mount Royal. The survey thus served as a debriefing instrument.</p> <p>*The sample size was small; the students sampled were Canadian or American only; similar ages and backgrounds; most were undergrads doing an initial degree; useful to understand this group of students and results of the exchange project, but may not be reflective of all exchange students, whether in journalism or otherwise.</p>

R E S U L T S  R E S U L T S	<p><b>... did the project help students engage in multicultural dialogue?</b></p> <p>Four Canadian respondents somewhat agreed with this premise while the other six said that they somewhat disagreed. In their expanded answers to this question the respondents noted such issues as dealing in a second language, and reconciling being away from home, but there were also more specific reflections that spoke to their sense of engagement in the other culture. A respondent stated that: <i>"I experienced culture shock in relation to the language barrier (despite my previous language training) and in relation to the quality of living in the host country."</i> However, the student participants got over their culture shock and were able to dialogue with faculty, students, and ordinary people in their host countries. This is the typical answer of a student who went to the United States: <i>"By traveling and meeting people you can learn from one another, especially in the way we see and understand different situations. Like when we discussed 9/11, instead of being anti-Bush, I tried to listen to why some of these people defended them, by understanding their backgrounds...and I hope they did the same with me."</i></p> <p>The eight Iowa students who completed the exchange program agreed or strongly agreed that it had brought them face to face with a new culture and given them an opportunity to dialogue with it rather than evade it. One student said, <i>"I was able to view others' ideas of us and understand that our way is neither the only nor the best way to do many things."</i> Another student offered the idea that a dialogue of cultures between American and Mexican culture needs to transcend the commercialized, pseudo-Latin culture that passes for Mexican culture in the United States: <i>"All in all, the program was a wonderful experience and I learned a lot outside of the classroom. Americans could really benefit from some understanding of the real Mexican culture..."</i> A fourth student concluded: <i>"I learned the importance of understanding other cultures."</i></p>
	<p><b>... change participants' view of their host country?</b></p> <p>Eight of the Mount Royal 10 respondents somewhat or strongly agreed that their experience changed their view of their host country. Expanded answers to the question suggest that their experiences altered their preconceptions, and perhaps misconceptions, of the other countries. The responses indicate an appreciation of Mexican culture. They also reflect a greater appreciation of the nuances and complexity of American society, and the place of the United States in the world: <i>"I feel I have a greater depth of a cross-section of Americana, and American thinking on average. It gave me access to see how the media and educational systems influenced the people, and how they in turn influenced the policies that were created (a cyclical process to be sure)."</i> Students who spent a semester in Mexico as part of the exchange also came away with a better appreciation of the history, geography and culture of the country: <i>"In general I learned about Mexican history and politics, which opened my eyes to the political situations that affect Mexico. I also have a better understanding of the people and I view that region and Canada because of these new insights."</i></p> <p>Without exception, all Iowa student participants in the program reported that the experience had changed their view</p>

