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Editorial: In this issue

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We have survived this far. Judging from the range of research papers and commentaries submitted for refereeing, the New Year looks promising. APME No.3 provides a mix of articles encompassing both quantitative and qualitative research approaches to theoretical issues -- ranging from an intuitive examination of the media construction of controversial Australian politician, Pauline Hanson; to the quantification of perception of e-mail usage among university students; empirical location of "Chinatown" in the global village; and an amusing piece on classroom instruction by a casual journalism educator. The research articles are supplemented by the more pragmatic-oriented contributions on how to educate journalism students through a process of self-discovery as opposed to conventional tutelage.

Contributors to this issue continue to challenge the focus on pragmatic professional education as the ideal approach to "training" entry level cadet journalists. It is noted that journalism students are generally being guided by educators, many of whom are ex-journalists, to respond to situations on the basis of the industry's standard of news judgement and construction. The journalistic applications that students are consequently encouraged to develop are often in conflict with the pedagogic goal of enhancing a critical awareness of the social, economic and political consequences of news. It is thus suggested that journalism students be educated to be more critical of accepted attitudes, practices and values in mainstream media, and to judge the newsworthiness of non-mainstream issues from a more contextual news framework.

This issue thus foreshadows the pedagogic justifications for moving beyond the replication of mainstream media processes to absorb into vocational-oriented journalism education some of the critical perspectives taught in alternative journalistic genre variously labelled as "public journalism", "civic journalism", "community journalism" and "development journalism". These topics will be critically explored in Issue No.4 in January - July, 1998. We would like to invite article contributions from educators and practitioners to examine further the theoretical and practical issues of this alternative journalistic genre.

We would like also to welcome the Department of Journalism at Monash University in Melbourne, Australia as our fourth publishing partner.

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Editor