BRUNEI | AWANG HJ. ABD MANAP HJ. AWANG ADAM
TRAINING AND DEVELOPMENT: THE CASE OF RADIO TELEVISION BRUNEI

CAMBODIA | PHAN SOPHEAP
MEDIA IN TODAY'S CAMBODIA

INDONESIA | VICTOR MENAYANG
LOOKING FOR A TECHNICIAN AND/OR A PHILOSOPHER: MEDIA EDUCATION IN CONTEMPORARY INDONESIA

MALAYSIA | ASIAH SARJI AND SYED ARABI IDID
MEDIA EDUCATION AND TRAINING IN MALAYSIA

PHILIPPINES | ELIZABETH LORENZANA DIAZ
THE STATUS OF COMMUNICATION/MEDIA EDUCATION IN THE PHILIPPINES

SINGAPORE | EDDIE C.Y. KUO AND LEE CHUN WAH
COMMUNICATION EDUCATION AND RESEARCH IN SINGAPORE: PAST, PRESENT AND FUTURE

THAILAND | ROSECHONGPORN KOMOLSEVIN
A STATUS REPORT ON MEDIA EDUCATION AND TRAINING IN THAILAND

UNITED STATES OF AMERICA | RICK SHRIVER
A LOOK AT CURRENT TRENDS IN MEDIA EDUCATION IN THE U.S.
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Universiti Malaya
Kuala Lumpur
<table>
<thead>
<tr>
<th>PAGE</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDITORIAL INTRODUCTION</td>
</tr>
<tr>
<td>1</td>
<td>BRUNEI</td>
</tr>
<tr>
<td></td>
<td>TRAINING AND DEVELOPMENT: THE CASE OF RADIO TELEVISION BRUNEI</td>
</tr>
<tr>
<td>9</td>
<td>CAMBODIA</td>
</tr>
<tr>
<td></td>
<td>MEDIA IN TODAY'S CAMBODIA</td>
</tr>
<tr>
<td>13</td>
<td>INDONESIA</td>
</tr>
<tr>
<td></td>
<td>LOOKING FOR A TECHNICIAN AND/OR A PHILOSOPHER: MEDIA EDUCATION IN CONTEMPORARY INDONESIA</td>
</tr>
<tr>
<td>25</td>
<td>MALAYSIA</td>
</tr>
<tr>
<td></td>
<td>MEDIA EDUCATION AND TRAINING IN MALAYSIA</td>
</tr>
<tr>
<td>37</td>
<td>PHILIPPINES</td>
</tr>
<tr>
<td></td>
<td>THE STATUS OF COMMUNICATION/MEDIA EDUCATION IN THE PHILIPPINES</td>
</tr>
<tr>
<td>57</td>
<td>SINGAPORE</td>
</tr>
<tr>
<td></td>
<td>COMMUNICATION EDUCATION AND RESEARCH IN SINGAPORE: PAST, PRESENT AND FUTURE</td>
</tr>
<tr>
<td>77</td>
<td>THAILAND</td>
</tr>
<tr>
<td></td>
<td>A STATUS REPORT ON MEDIA EDUCATION AND TRAINING IN THAILAND</td>
</tr>
<tr>
<td>89</td>
<td>UNITED STATES OF AMERICA</td>
</tr>
<tr>
<td></td>
<td>A LOOK AT CURRENT TRENDS IN MEDIA EDUCATION IN THE U.S.</td>
</tr>
</tbody>
</table>
On 21-22 July 2003, around 250 participants joined the Department of Media Studies and the Southeast Asian Studies Program, University of Ohio for the International Conference on Media Education and Training (ICMET). As we all know so well, the field of mass communication is facing new challenges in the 21st century and nothing is more explosive than the changes brought upon by the technology intensive environment as a result of fast development in information and communication technology. With this in view, we convened the July conference and through this summit we intended to identify innovative ways of thinking that may be crucial to the successful development of media education in universities. The challenges in front of media education providers at the turn of the century seem more formidable than ever before. So many questions need to be answered and we seem to be getting responses that are rather varied, depending on whom we are interfacing with.

As previously mentioned, this conference was organised in the light of changes taking place in the media and communication educational system. On one side the society as well as the media industry are demanding that the universities educate all media students not only with theoretical frameworks and related knowledge but with technological skills so talented as to render them able and empowered to stand up to the challenges of real life and real world situation ahead. All media students have to be able to communicate complex ideas, adapt quickly to the new achievements and demands in the knowledge fields, in information and communication technology, and solve problems they will encounter during their careers and lives as media and communications specialists and technologists.

The range of issues that were addressed aimed to provide a picture of the problems dealing with, amongst others, the review of curriculum of media and communication studies in order to ensure that educational programmes are designed to produce graduates who are able to fulfil the needs of society in terms of abilities, graduates who are multi-skilled, multi-talented, who are potential entrepreneurs, good analysts and communicators, have adequate social and networking skills, able to think as global participants as well as having the right local perspective on things.
The main theme was of course, media education and training and this theme gave us the opportunity to discuss the rapid progress and diffusion of information and communication technologies in the industrialised and developing worlds over the last ten years. The social, economic and political demands over the decades require changes in media education in order to increase the capacity of the educational system. The themes also demonstrated the fact that the question of media education and training is of relevance in the higher education institutions. The ICT dimension for example should be taken into consideration because it is a strategic technology that will determine the future of society and of the economy.

Universities are about the search for excellence and we know that the pace of change has been breathtaking. We need to see if media education in the universities and countries are making the right overtures in promoting the cause of media education, ensuring that changes and alterations are made to suit current demands and changing concepts of media education.

In order to contextualise the discussion during the conference the organising committee constructed two levels of presentations. One level works in terms of country reports, detailing the current media education and training status in ASEAN countries. From the ASEAN output members were able to gather details of media education components from a non-Western framework that has emerged from developing countries. It is clear that media education and training in the ASEAN group has made tremendous progress in the past decade. Several indicators point to the growth in the practice of media education and training across the ASEAN countries, but all members agreed that significant challenges still lie ahead. By identifying media education and training as an essential curricular component in the ASEAN media educational landscape, the ASEAN group has specified the most important step in further developing new curriculum in this subject area.

The contents of this special volume documents the range of issues, perspectives and innovations in media education and training presented and discussed by the ASEAN member countries comprising media and communication academics, media practitioners and researchers from Brunei, Indonesia, Cambodia, Philippines, Singapore, Thailand and host country, Malaysia.

In the final section of MJMS, Rick Shriver from Ohio University presented his findings on present trends in media education in the United States. The author suggested that while media education providers try to ensure that basic technological needs are made available to students, they must also bear in mind that the current generation of students may already have basic competencies in ICTs. It would therefore be more useful to move on to other subjects such as writing, criticism, ethics and aesthetics.

As it turned out, the ASEAN group presented a unique intermingling of country and status reports containing one constant factor, that is, most media organisations and practitioners are sceptical about the adequacy of formal media and education curriculum for the media profession. Rosechongporn Komolsevin observed that the media industry in Thailand calls upon the education providers to constantly upgrade the curriculum and provide students with ‘real-world’ learning opportunities in order to enable and prepare them to compete in a global economy. Victor Menaying, Department of Communication, University of Indonesia reported that communication schools in Indonesia remained a popular choice amongst students and is still the most competitive school in the University. He noticed that students tend to prefer mass communication, journalism or broadcasting over other subjects in the
communication curriculum. Kuo and Lee from Nanyang Technological University echoed the same findings and stressed that NTU should play a bigger role in order to successfully position itself as a regional centre of excellence in media and communication studies. Lorenzana-Diaz presented an overview of the journalism and communication programmes at the University of Philippines, College of Mass Communication. She also mentioned the special role played by the Philippine Association of Communication Educators in devising innovative approaches to teaching and learning of communication in her country. Manap Adam and Phan Sopheap presented views as media practitioners and provided current assessment of training needs, especially in the technical areas of media management. Syed Arabi Idid and Asiah Sarji presented a background on the Malaysian training and communication needs of the communications industry, stressing the role of universities in developing the media and communication curriculum.

The second level of presentation of ICMET consisted of papers from invited speakers, mainly from Ohio University and one speaker from Australia, as well as our own brilliant local minds, professors, media academics and researchers in media studies. The two-day conference began with an opening keynote address by the Minister of Information Malaysia followed by keynotes, Professor Dean Mills from the University of Missouri School of Journalism and Professor Douglas Boyd from University of Kentucky. Therefore the second documentation from ICMET is a collation of all the other presentations prepared by guest speakers and keynotes. This publication will out by the end of 2003.

The Conference was a success and drew prime time coverage in the local national media. It is hoped that this volume will be an important contribution to media education and the Department hopes to maintain close contact with all the presenters. Personally, I hope this meeting will help us to begin a new dialogue with all our media colleagues worldwide and to further plan programmes and projects aimed at enhancing the future of media education.

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2003
our *journal* publications  
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1998

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- Agnes Ng Sook Fei, Leng Chee Kong, Sonya Liew Yee Aun

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- Tony Wilson

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- Philip Killey

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- Azizah Hamzah

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- Noor Bashi Badarudin

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**latest issue**
Training and Development:  
The Case of Radio Television Brunei  
Awang Hj Abd Manap Awang Adam

Abstract
This paper presents an outlook on the current phase of research and development at the Radio Television Brunei (RTB). RTB provides basic production and technical skills training while other advanced and specialized needs are outsourced from overseas or by sending personnel abroad. Courses range from short durations of about two-three days or weeks to about six and 12 months. RTB also has training MOUs with Indonesia and Singapore, mainly in technical broadcasting areas.

Among human development professionals, training and development are sometimes used, interchangeably to primarily denote the betterment of one's ability to meet or exceed expectations of performance. More specifically, the three terms may be defined as follows:

- Training is a set of programmes (and their implementation) concerned with learning and improving a skill or ability so that one can perform as expected.
- Development is a set of programmes which deals with the growth of sharpening of analytical and leadership skills and acquiring an understanding of supervisory and management functions.
- Education on the other hand is the acquisition of knowledge which can be applied to improve human faculties, behaviour, and skills through training and development.

Broadcasting is based on the tradition that it is a public service provided in the electronic media-Radio and Television, governed by broad requirements and objectives defined by the government of the nation, but are otherwise independent in the day-to-day activities.

Broadcasting began in Brunei Darussalam in the early fifties; Radio first launched its first broadcast in May 1957 while Television (in full colour) programmes started its test transmission in March 1975, but was officially launched on its test on 9 July 1975. Both services are operated by Radio Television Brunei, a Government national network which is designed to
serve as a positive link between His Majesty's Government of Brunei Darussalam and the people and vice versa, in trying to achieve its goal towards nation building, development, prosperity and harmony of the nation, as well as portraying a good and positive image of the country in the international arena.

**Centre For Broadcasting Development, RTB**

Pursuant to the creation of the Centre for Broadcasting Development, RTB, the initial task is to review the training activities. Prior to this creation, the approach and process of training and development is more of a "fire fighting" and on an ad hoc basis. Hence the task is to develop a consistent approach to training and development. The role of the centre becomes more significant, and assumes more responsibility.

Development of staff and learning activities are actively conducted in the centre as an effort to produce very high calibre RTB staffs. Prior to the existence of this centre, training in Negara Brunei Darussalam was mainly held overseas, especially during the sixties and seventies.

The Civil Service Institute (CSI) is responsible for the training of staff for all the ministries and government departments. In the early seventies, the CSI only handled overseas training.

Later, in the eighties, it expanded by creating another division dealing with local training activities. It caters for clerical, administrative and management courses. Some departments are technically oriented and need specialized training, which is beyond the CSI capabilities. Therefore, departments like the Telecommunications, Electrical Services, Public Works, Radio Television and Information need to create their own training divisions. Radio Television Brunei (RTB) established its training functions in 1982 with two training divisions – one for the Programmes and News Divisions and the other for the Engineering Division. Two training officers were appointed to take charge of the programmes/news and technical training respectively, either in-house or in-country.

Prior to this, the staff were sent to the United Kingdom (BBC), Singapore (TCS/RCS) and Malaysia (RTM/AIBD). The scope of training became wider since 1984, after Brunei Darussalam achieved its international status. It gets invitations to participate or is sometimes chosen as host country, for training institutions from the other ASEAN member countries. On top of that RTB also gets training offers from other counter-parts all over the world and especially nearer home, e.g. the ABU, AIBD, ADAB, AAMIP, ASIA – VISION, JICA and others.

Both the training functions (programmes/news & engineering) in RTB are now placed together under the Centre For Broadcasting Development. Training, Management and Organisational Development and Research are functions under this Centre.

**Objectives**

The objectives therefore are:

i. To provide in-service training for RTB staff at every level.
ii. To provide complete training to prospective employees
iii. To cater training for selected Regional, In-Country, National and In-House.
iv. To consider requirements of other divisions in RTB
v. To include the latest techniques of training and development
vi. To offer advice, recommendation and suggestion wherever appropriate.
Approach
To develop an appropriate approach for training, the following needs to be kept in mind:

i. RTB's vision and mission
ii. To meet the vision and mission the staff need to be skilfully equipped.
iii. Assess current competencies and to validate them
iv. Availability of training and development within and outside RTB
v. Identify the suppliers of training courses, seminars and workshops

Training Levels and Curricula
There is a need for training activities to be more structured. To meet these needs the format of the training will be modular.

Module one
- Every newly recruited personnel must undergo this module. This is a basic (must know) training requirement. This varies between three days to two weeks of basic training course.
- For personnel in the TV, Radio, News Production and Technical Sections, the minimum requirement is two weeks.
- For personnel in other functions like non-production and non-technical areas, it varies from three days to one week.

Module two
This is the second stage of the training, where the practical parts will take place. It also depends on the background of the personnel, whether they are from the technical or non-technical line. The duration is based on the basic requirement to complete one project.

- For the production side a TV production staff will need a minimum of four to six weeks duration to complete a programme. In this module, each participant will produce a 'pilot' programme. Similarly the participants in Radio and News Production will do the same "pilot" for the final project. The duration will depend on the basic requirement for completing one programme. But the minimum requirement will be not less than two weeks.
- For the technical side the practical will be the 'hands-on and on-the-job training'; however in the practical terms, a trainee has to complete one project which will be not less than two weeks.
- For the others, they will have to produce a project during a one week training programme.

Modules one and two may or may not be joined together depending on the situation. But between these two modules, the employee would have been working in RTB between six to twelve months.

Note: A newly recruited employee will have to take these two modules which are compulsory and which are part and parcel of the Scheme of Service. He/She will be issued a certificate by RTB and it shall have accreditation by a higher educational institution.

Module three
After the participant has completed the two modules, he/she is ready to work as full fledged employee of RTB. He/She will be entitled to be nominated to a special training activity
(courses, workshops, seminars and etc) either offered in-house, by other departments/ministries, nationally (IPA etc), In – Country or regionally (AIBD, ASEAN-COCI, ABU, JICA, BBC etc). This would be a “one-off” training activity to enhance their present training qualifications.

But the nomination has to come from the Training Committee of RTB. To be considered for this module, an employee, not only has to pass the first two modules, but also has to work with RTB, not less than 18 months.

**Module four**
The last module is the last stage of training for an employee in RTB. Once again he/she has to complete the three modules before being considered for this module. The stage of training is where the employee is ready to take up higher qualification in his/her line of duties i.e. Certificate, Diploma, First Degree, Post-graduate studies. The department will select the chosen candidates as per the career development and management development programmes.

An employee has to work a minimum of three years to be entitled for this module. He/she also has to fulfil the conditions as stipulated in the terms and conditions for “further studies” issued by the Public Services Department.

**Determining Training Needs and Evaluation Techniques.**
Generally, the training needs are heavily relied upon:-

- Inputs from Committee members of DTEC who are themselves heads of main sections and divisions.
- The training officers
- The individual applicants for overseas training
- Training invitation (offers) from training institution overseas.

Normally evaluation was conducted in four ways:

1. Verbal feedback held after course participants had attended a course. A panel of Training Committee members will listen/question the participants on four areas viz: Course Objectives, Course Contents, Participants’ suggestion/recommendation and participants’ future action plan.
2. A set of questionnaires
3. Feedback from participants’ line managers
4. Post mortem of the course by the DTEC.

**Management Development Programme**

- Over and above this modular training structure, managers should make sure that a member of his staff must undergo at least seven days of his working year in training and development.
- At the annual performance appraisal managers should determine this minimum 7 days training and to be included in the Forward Job Plan. This is done either pro-actively – further development of current skills for future/forward/succession planning; or actively – training or re-training to remedy any performance
discrepancies or filling the gaps.

- The managers must assess the staff performance against the framework which outlines what he/she needs to be good at to meet the pre-requisite standards.
- The managers and the division heads should agree upon the current and desired performance and discuss options to close the gap.

They must recommend to the Training Committee the following frameworks to reinforce their discussion, after assessment.

- Courses, Seminars and Workshops, conducted by Development & Research Division.
- Development in the working context.
- Outside RTB Courses.
- Division and Section Heads will co-ordinate and prepare an annual training plan which match the needs of their staff and recommend this to the Training Committee.

What training options are available?

What is the most effective way of improving performance?

Learning result in a sustained change in performance involves:

1. Knowing what one needs to do and how to do it.
2. Practising the knowledge, skills and behaviours in the working context.
3. Having a person with the time and skills and who is prepared to discuss methods and outcomes, offer help and encouragement; and most importantly constructive ideas and feedback.

The development mix.

Filling the knowledge, skills and behaviour gap successfully involves identifying the best mix of the following options to meet the needs of the staff and individual managers.

There are four options:-

- Off the job Courses and Workshops
  These offer the opportunity to stand back from RTB issues, to share experiences and view points, to challenge and be challenged while gaining a broader perspective. At the same time providing the chance to take a long close look at one’s own performance and in a safe environment plan what and how to change. This is Module 3 and particularly useful for individual development.

- RTB courses and Seminar and Workshops
  These offer the opportunity to get away from work pressures and to work with colleagues who understand RTB to dissect common issues and problems, to discuss the implications and ramifications across RTB and together build solutions. This is Module 3 and particularly useful for organizational development.

- Development In the Working Context
  This includes activities:-
  1. within one's job role and function
  2. attachments, assignments, trailing and special projects within RTB
  3. secondments outside the Divisions.
  These offer the opportunity to put knowledge, skills and behaviour into practice within the working environment and learn from experience of what works and
what does not work, within the culture and the organizational environment. This is Module 3 and particularly useful for individual development.

- Checking Progress – This include activities such as:
  - Constructive help, encouragement and feedback
  - Personal coaching
  - Mentoring.

National and Organisational Training Needs.

i. TV, Radio, News and Current Affairs production techniques.
ii. TV, Radio and News Presentation
iii. Specialized technical and engineering skills
iv. Specialized supervisory skills eg, communication skills, Inter-personal skills, Supervisor-Subordinate relations and the likes.
v. Coaching/Counselling techniques
vi. Negotiation skills
vii. Problems solving techniques

RTB only provide basic production and technical skills training. Specialized and more advanced training are catered either by calling experts from overseas or by sending our staff overseas. On the non-technical areas we also provide Supervisory skills (basic and intermediate) but more on a general/surface area. For more specialized ones we either send our staff to the National Training Institute or overseas.

There are more than ten training personnel with four support staff in Radio Television Brunei [RTB] looking after Engineering, Programmes, News/Current Affairs, Commercial and Administration Divisions. The Development and Research Division has been given this task.

National training is looked after by Civil Service Institute (CSI) but the number of participants chosen from our establishment is rather limited as the CSI is catering for 13 Ministries and 52 departments but more on the fields of clerical, supervisory and administration. Therefore it cannot fulfill broadcasting training needs in the field of electronic media.

REGIONAL NATIONAL BODIES

Asia-Pacific Institute of Broadcasting Development (AIBD), based in Kuala Lumpur, is the most appropriate regional training Institution that caters to our training needs; RTB became a member since 1988, but in terms of training opportunities, we have to compete with more than 20 other member countries. There are other training institutions (regionally), but the opportunity is not as good as those from AIBD.

NATIONAL AND REGIONAL INSTITUTIONS COLLABORATION IN PLANNING TRAINING ACTIVITIES

Being the only electronic media station in the country, RTB had just developed the training set-up by combining the former two training functions (Engineering and Programmes, News and Current Affairs) into one – The Development and Research Division in February 1996 – and followed by the birth of CfBD (Centre For Broadcasting Development) in Berakas. CfBD has its own building not within RTB building, to cater for the national needs. This “Division” could help co-ordinate any regional training from other regions by hosting the activities.

Having said that, however, both regional and national institutions should have meetings of
understanding [MoU] to see to each others’ needs, whereby, whatever training activities are currently “on going” should be fully utilized by each other. In other words, let each Institution be a specialist in one activity rather than duplicating each other’s work. Once an institution is being recognized as specializing in an area let it be acknowledged by making it the centre both nationally and regionally. Furthermore, there ought to be a “WHO’s WHO” or directory of Trainers/Specialists which should be disseminated to other Institutions.

EXCHANGE OF TRAINERS/RESOURCES, REGIONAL TO NATIONAL
Nationally, the Civil Service Institute [CSI] has managed to acquire/identify a handful of Trainers/Resource persons from various Ministries and Department to cater to our own needs. This is initially done in our desire to have the ‘multiple effects’. However these ‘trainers’ are rather tied down by their own jobs/works and projects.

Regionally, the Asia-Pacific Institute for Broadcasting Development [AIBD] is also selecting ‘trainers’ from member countries to be used in regional training activities. This is a good gesture, not only providing opportunity to practise their capabilities, but also to upgrade them from national to regional levels by giving adequate exposures.

TRAINING FOR MEDIA PERSONNEL
Our establishment is very concerned with the training of our media personnel. In fact, Memorandums Of Understanding [MOUs] in broadcasting between Brunei Darussalam, Indonesia and Singapore had been signed.

FUTURE NEEDS
RTB needs training activities (as a whole/package) or in a series (continuously) of activities in areas that can influence/change (if possible) in the general attitudes of people towards better development of “self” and “nation wide” in terms of progressing towards ability to keep pace with the technologies of the future.

As RTB sees it, one is always late or left behind in keeping pace with the advancement of technologies. There are many constraints towards achieving this and one of them is a problem of ‘attitude’. Secondly, the resistance to change is another factor/constraint. There is no sense in providing training activities if one is not prepared to accept changes.

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Media in Today's Cambodia
Phan Sopheap

Abstract
This paper will provide a general overview of the post-conflict media situation in the Kingdom of Cambodia. It will further discuss the Cambodian public's attitude towards media and professional media development. Cambodia's media capacity has grown significantly since the UN sponsored elections in 1993. At that time, freedom of expression and democracy were dangerously flouted and virtually repressed. Now, the country seems to be experiencing a comparatively better, more open and free press. This is contributing toward strengthening democracy and national development. That said, the Cambodian media needs to address certain issues before it can provide the benefits of an open and free press to the society to which it is mandated to serve. A major issue facing Cambodia is the serious lack of both human resources and training following the previous acts of genocide. Another vital matter needing urgent attention is the reestablishment of public trust in the national media. A step toward increasing public trust in the media, is through the promotion and implementation of professional media practice and media education qualifications. This issue is currently being addressed at a national level, with the establishment of a recognized university media degree programme, offered by the Royal Government of Cambodia.

Cambodia has experienced many political regimes and as a result tasted almost all the political ideologies the world has ever recorded such as the monarchy, republican, Leninist and Marxist socialism, Maoist socialism, and constitutional monarchy. The constant change in regime has not only led to the hindrance of Cambodia's development, but also to the destruction of many social structures including media.

Cambodia's media changed for the better following the arrival of UNTAC in early 1992. With guarantees of citizen's rights to freedom of expression and freedom of press in the 1993 Constitution, Cambodia seems to enjoy a more free and open press, unprecedented in its history. Numerous local and international privately owned media businesses, especially print and broadcast media, have been established keeping us better informed of what is happening in and outside the country. The media has started revealing scandals about the former government and identifying corrupt individuals. It is worth noting that corrupt government officials in Cambodia had always been afraid of no one, not even the courts, since the courts were corrupt too. But they were afraid of media, since their criminal activities might someday be
publicized. Such is the influence of media, many political parties had been trying to establish their own media agencies such as newspapers, radio and television stations. As a result, Cambodia now has 19 radio stations, 9 TV stations, 2 Cable TV stations, 190 Khmer language newspapers, 22 bulletins, 45 magazines, 38 foreign press agencies and 90 printing units. Today, only one TV and radio station is state-run. The rest belongs to or is dominated by the main political parties in the government. Over the years, many of these press organizations and agencies have not only helped encourage democracy in the country, but also tried to maintain the culture of democracy. Today, we can argue that Cambodian press enjoys greater freedom of expression compared to some other countries in the region.

It is true that Cambodia’s attitude toward the media improved greatly when the UN peacekeeping operation arrived and introduced multi-party politics to Cambodia in 1992. Yet the gradual growth in the number of publication has not always led to quality and responsibility. It has not yet met the proper and professional standards of independence and non-bias. There are criticisms that some Cambodian newspapers are deeply politicized and most ignore professionalism.

This is because most of the local news in the press is blatantly politicized and does not present factual information in an unbiased and impartial way. Articles are written and published because writers are paid by politicians to do so or threatened, not because of the quality of the journalism or any professional orientation toward the news. In addition, the daily circulation of newspapers is still small. Only about 20 out of the 190 newspapers registered are on sale regularly and only concentrated in the capital. In Cambodia, most people live in the provinces and have no access to newspapers at all. Currently, approximately 60% of Cambodian population is illiterate. So, most people rely on radio broadcast. In addition, Cambodia’s journalists work under poor conditions for poor wages, which has led to rampant bribery within the industry. This remains one of the biggest factors obstructing impartial reporting in Cambodia.

A free exchange of ideas and information is a wise policy for a democratic government to uphold because ordinary citizens can make good decisions about their nation and encourage positive change if they are well informed. Therefore, it is important that the media have critical responsibilities of keeping ahead of change and in gathering and disseminating the information reliably and responsibly to citizens.

To change this situation is a long-term proposition. We must begin by increasing awareness of the importance of the media, and increasing its professional standards. However, many local media practitioners who are attempting to play this very important role in society simply do not possess the professional skills required to do this.

To re-establish trust from the public, and raise the awareness of the importance of professionalism and qualifications, Cambodian media practitioners have made clear their desire for greater opportunities to engage in advanced professional and academic studies. Many of them wish to become recognized experts in the fields they work in. Through many training courses conducted at Cambodia’s Communication Institute and at the Royal University of Phnom Penh, we can see that the standard of news and professionalism is noticeably improving compared to the past. However, the public’s attitude toward the media has not yet reached the high level we need.
“The best way to change the image of journalism is to educate journalists, not to shut down newspapers,” Samdech Hun Sen, Cambodia’s Prime Minister said on the official opening ceremony of the Department of Media and Communication at the Royal University of Phnom Penh.

Therefore, the newly-established Department of Media and Communication at the Royal University of Phnom Penh (RUPP) is playing a very important role in qualifying working and prospective media practitioners and in shaping and bettering the image of Cambodia’s media. This is the first bachelor programme of media management ever offered in Cambodia in its history. The programme focuses on such areas as balanced writing for the media, understanding reasons for, and methods to combat corruption, the media and politics. Through media education, and effort of local media practitioners, I hope media in Cambodia will play a crucial role in helping shape and develop the society and catch up with the regional and the world media.
Looking for a Technician and/or a Philosopher: Media Education in Contemporary Indonesia

Victor Menayang

Abstract

During the last years of the Suharto’s regime, there has been an increasing interest in the critical approach to the social sciences. Students saw social sciences, including communication and media studies, as tools to fight the authoritarian power. Such trends continue to this time, communication students in increasing numbers are interested in the questions of power and its distribution and how readings of the media are being done by the audience. Soon after the fall of Suharto, the reform movements forced the new administration to deregulate the media industry. This liberalization enables the industry to expand in both the electronic media and the print media, creating job opportunities in the industry. Communication quickly becomes one of the most competitive higher-learning fields in Indonesia, students swarm communication schools, fighting primarily for a seat in the broadcast programs. As a result, communication educators and managers now have to face a unique situation in which they have to do balancing acts between two very different paradigms: “empiricist” and “critical.”

During the last years of the Suharto’s regime, there had been an increasing interest in the critical approach to the social sciences. Students saw social sciences, including communication and media studies, as tools to fight the authoritarian power. Such trends continue to this time, communication students in increasing numbers are interested in the questions of power and its distribution and how readings of the media are being done by the audience. Soon after the fall of Suharto, the reform movements forced the new administration to deregulate the media industry. This liberalization enables the industry to expand in both the electronic media and the print media, creating job opportunities in the industry. Communication quickly becomes one of the most competitive higher-learning fields in Indonesia, students swarm communication schools, fighting primarily for a seat in the broadcast programs. As a result, communication educators and managers now have to face a unique situation in which they have to do balancing acts between two very different paradigms: “empiricist” and “critical.”

The fall of Suharto and his New Order Regime in Indonesia doubtlessly constitutes a significant juncture in the history of the country. It is a significant event for both the media industry
and the media education, not only because the media taken as a whole is considered as an important contributing factor to the reform movements (Hidayat et al., 2000) but also because the movements—and the resulting reforms—brought about many significant changes in the media industry.

During the last years of the Suharto’s era, viewpoints opposing the authoritarian power gradually gained legitimacy and their share of claims to the truth. In the beginning, the resistance had limited fora through which grievances and criticisms can be voiced, chief among those are smaller student demonstration, the internet, and the underground press (see Winters, 2002; Menayang, Nugroho, & Listiorini, 2002). But, when the student demonstration became a strong force that had to be reckoned with, the mainstream media cannot help but gradually giving more time and space to the public grievances and dissatisfaction and, later on, turning very critical towards the regime. It is during this time that cultural and critical thoughts reentered the Indonesian communication education settings. Students were becoming interested in the concepts and theories that incorporate references and analyses of power and its distribution. Such approaches seemed to offer interesting explanations of the situations at the time. Dominance and resistance become an important part of the vocabulary of the students, although, interestingly, they were not used widely among the faculty.

After the Reformation—as the movements surrounding the fall of Suharto are widely known in Indonesia—changes within the media industry is among the most apparent. Censorship was virtually gone from the scene and deregulation of the media resulted in the emergence of new media establishments, both print and electronic. At the same time, the economy started to move again and the advertising industry quickly rose almost to the level before the Asian crisis. All these factors worked simultaneously to create job opportunities in the communication-related industries and, thus, making communication education seems more attractive to potential students.

This paper discusses the two seemingly contradictory trends within the communication education in Indonesia. On the one hand, students are flocking the communication education and training to gain practical skills and knowledge to get a job in the expanding media industry. On the other hand, students, also in increasing numbers came to demand that the university provide them with intellectual materials that could turn them into communication “scholars”. Moreover, they tend to see scholarly works as primarily non-empirical and critical.

The current paper mainly provides a casual description about communication education in the University of Indonesia, although there are indications that these trends also exist in other schools in Indonesia as suggested in the special issue of Jurnal Ikatan Sarjana Komunikasi Indonesia (ISKI, 1998). One can also argue that some main public universities are the dominant trendsetters in the communication education, and that among them the University of Indonesia is still the most influential. Some data from other important communication schools are presented as a comparison. Further, the analysis emphasizes more on the undergraduate level—known as the Sarjana level or S1 in Indonesia. However, to grasp a more comprehensive view of communication and media education in Indonesia, important trends shown in the Diploma 3 (D3) programs and in the Masters Program (S2 or Sarjana 2) have to be incorporated.

Communication Education in Indonesia
Out of the 48 main state universities in Indonesia (those that participated in the national entrance test system or Seleksi Penerimaan Mahasiswa Baru in 2003), only 13 universities
have an undergraduate communication program, compared to 39 for management and 20 for sociology (PPSPMB, 2003). These include the big universities such as the University of North Sumatera, Medan; the University of Padjadjaran, Bandung; the University of Diponegoro, Semarang; the University of Gadjah Mada, Yogyakarta; University of Sebelas Maret, Surakarta; the University of Airlangga, Surabaya; the University of Hasanuddin, Makassar; and the University of Sam Ratulangi, Manado. These universities cover the whole of Indonesia from the Western part to the Eastern part, with a significant exception that there is currently no state university in Kalimantan (Borneo) offering a communication program.

In all but the University of Padjadjaran in Bandung communication is a department in the College of Social and Political Sciences. In the University of Padjadjaran, communication is a separate college (called Fakultas Ilmu Komunikasi or College of Communication Sciences). With the exception of a few, all universities only offer communication at the undergraduate level. Masters programs are offered in five of the universities: the University of Indonesia, the University of Padjadjaran, the University of Sebelas Maret, the University of Airlangga, and the University of Hasanuddin. Three universities, the University of Indonesia, the University of Padjadjaran, and the University of Hasanuddin, offer graduate program up to the doctoral level.

**Table 1: State Universities offering Graduate Programs in Indonesia**

<table>
<thead>
<tr>
<th>No</th>
<th>University</th>
<th>Masters Program</th>
<th>Doctoral Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Indonesia</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>University of Padjadjaran</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>University of Sebelas Maret</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>University of Airlangga</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>University of Hasanuddin</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Note: the universities are ordered by geographical location, from West to East Indonesia.

Even fewer private universities offer graduate communication program in the traditional sense. Because of the accreditation system in Indonesia, it is difficult to ascertain how many private universities are actually offering communication at the graduate level. Two of the better known masters programs are in the University of Professor Doctor Moestopo and the University of Sahid, both are located in Jakarta. For the purpose of describing the communication education in Indonesia, other private universities offering a graduate program, if any, are of a lesser significance.

At the undergraduate level, the private universities are quickly improving and some are considered to be, at least, at the same level as the state universities. Communication seems to be a popular program and many private universities had opened up an undergraduate communication program in the past three years. At a more practical level, training for communication skills are being offered through a diploma program, that is known as the D3 program. Both existing communication schools and new schools established specifically for such trainings are offering D3 programs. It has to be noted here that in the Indonesian educational system, the S1 (BA) program requires the fulfillment of 144 credits, while the D3 (Diploma) is a 110-credit program. As an illustration, data from West Java and Banten, two important provinces, is attached.
Schools described in Table 2 are 12 out of 337 institutions that offer communication study that are officially registered to the higher learning authority Kopertis Region IV (Koordinasi Perguruan Tinggi Swasta Wilayah IV Jawa Barat dan Banten or the Consortium of Private Higher Learning Institutions Region IV of West Java and Banten). The data shows that as of June 2003 the 337 private institutions consist of 38 universities, 4 institutes, 191 higher learning schools (sekolah tinggi or hogeschool in the Dutch tradition), 84 academies, and 20 polytechnic schools (Kopertis IV, 2003). As shown in Table 2, many of the communication programs were only recently established. Exactly half of the communication programs are established within the past 4 years. Although the traditional separation into Advertising, Public Relations, and Journalism is the norm in Indonesia, almost all schools in these two provinces only use the generic label of communication for their program, suggesting that the program would have a bigger portion of theoretical courses. Further, it is most likely that these "generic communication" programs will be geared more towards mass communication, since the other levels of communication analysis are not very popular in Indonesia.

It cannot be overemphasized that this is not a portrait of communication education in Indonesia. However, West Java and Banten are the provinces enclosing the capital Jakarta and thus their characteristics might be more similar to Jakarta than the rest of the country. Because of the centralization policy during the 32 years of the New Order regime in Indonesia, the demand for professionals in communication is also very imbalanced between Jakarta and the rest of the country. All of the private television stations are based in Jakarta and advertising accounts of a significant value are available only to players in the capital city.

In summary, communication is becoming popular in Indonesia with more schools are opened up to offer this study program. Most schools cannot claim that they are well-equipped to train students to be media and communication professionals so that the logical choice is to label the program as a generic communication program.

Environmental Factors Shaping Communication Education Trends

Before we discuss the environmental factors that influence communication education in Indonesia, it is necessary to analyze the mechanisms through which such factors can actually have uniform effects among schools that are spread all over Indonesia. The most important mechanism is the dominance of several main state universities over the rest of the state universities as well as the private universities. Because of this dominance, references and materials almost always come from the dominant universities. Secondly, the educational system is regulated through what is known as the national curriculum that has to be followed by all universities, and this national curriculum is shaped more by educators from the dominant universities. Until recently, there is also a state test for some main courses, meaning that students in the private universities have to pass the tests prepared by mostly lecturers from the public universities. Consequently, course syllabi in the private universities are usually structured exactly like what the public university lecturers want. Thirdly, the accreditation system also encourages schools to just copy curricula and course syllabi from bigger schools, making all schools seem very similar to each other, at least, on paper. Fourthly, as shown above, only a few universities are offering communication graduate programs so that lecturers from campuses all over Indonesia have to come to these few schools to get their graduate training. Lastly, several fora, including the Indonesian Communication Scholar Association (ISKI, Ikatan Sarjana Komunikasi Indonesia) with its regular workshops and seminars and its journal are dominated by lecturers of the public universities, ensuring that the dominance is maintained even through scholarly activities.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Year Established</th>
<th>Comm. Study Program</th>
<th>Level</th>
<th>Form of Unit***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Universitas Pasundan</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Universitas Islam Nusantara</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Universitas Islam Bandung</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Universitas Djuanda</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Universitas Komputer Indonesia</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Universitas Muhammadiyah Cirebon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Universitas “ARS” Internasional</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Universitas Kebangsaan</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>STIKOM Bandung</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>Akademi Komunikasi Radio dan Televisi Hutama</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>Politeknik LP3I Bandung</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>Politeknik Kencana Bandung</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Note: Adapted from *Pikiran Rakyat* (2003a, 2003b); *Library Sciences; **Radio Broadcast; ***Form of unit: Program within a department or school, a department in a college; a college in an institution; or a separate institution specializing in communication education.*
Through such mechanisms, what is considered important in the dominant public university campuses is quickly adopted by communication schools around the nation. In this paper, we will examine two related factors that influence the communication education in the country, namely, the popular resistance to the authoritarian power that is started during the last years of Suharto and continues until today, and the liberalization and expansion of the media industry that is also started during the last years of the Suharto regime and continues until today.

The growing popularity of critical approaches was particularly felt during the second half of the 1990s. Suharto was at the peak of his power, and his repression of alternative voices was responded by underground movements throughout the nation but concentrated mainly around campuses. Students and ex-students formed discussion groups that use the vocabulary of the critical schools to analyze the socio-cultural context and to come up with philosophical and operational strategies of resistance. The overthrow of Suharto in 1998 and the prevalence of the neo-liberalism that follows only convince the academics that the critical schools are relevant for Indonesian media scholars and students. The influential *Jurnal Ikatan Sarjana Komunikasi Indonesia* in April, 1999 was titled “Menuju Paradigma Baru Penelitian Komunikasi” (Towards a New Paradigm for Communication Research) with authors from dominant communication schools (ISKI, 1999). It, thus, suggests that the future directions of communication schools in Indonesia should, at least, accommodate more the critical paradigm. If, prior to the fall of Suharto, the socio-political situation resembles the resistance to repressive authoritarian power in Latin America (Rogers, 1982), in the post-Suharto era, the communication research seems to address the hegemony of the neo-liberal market power that works through the expanding media industry.

The growth of the media industry started from the late 1980’s when the regime, for its own good and profit, liberated the television industry. In 1988, RCTI (Rajawali Citra Televisi Indonesia—that is owned by the First Family—was allowed to broadcast as the first private television station in the country. During the next seven years, another four private stations, Surya Citra Televisi (SCTV), Televisi Pendidikan Indonesia (TPI), Cakrawala Andalas Televisi (ANTV), and Indonesiar Visual Mandiri (IVM), started broadcasting. The deregulation also brought about concentration of the advertising market as these five television stations absorbed around 60 percent of the total national advertising expenditures (Hidayat, 2002; PPPI, 1998).

The liberalization and deregulation only accelerate in the post-Suharto era. The liquidation of the Ministry of Information, which was once responsible for controlling the press in the country, was an important national policy that significantly affects the print media. This liquidation followed the revocation of the Information Minister Regulation No. 01/Per/Menpen/1984 that required a publishing license for the press. Since then, it is estimated that around 1,200 new printed media and 900 new radio stations have emerged throughout the country. Financially, the media industry and its supporting advertising industry quickly rose back to the level it was before the Asian crisis and Indonesian revolution (see Chart 1).
Chart 1: Total Advertising Expenditure 1996-2002* (In billion rupiah)

Source: Cakram, 2002; *the 2002 amount is a projection.

The last Minister of Information, Yunus Yosfiah, also issued five new television licenses before his ministry was abolished so that the media market expands even more. However, the advertising market is still concentrated on the original set of stations, with RCTI, IVM, and SCTV taking about 4,449 billion rupiah or almost 70 percent of the advertising expenditure on television (see Chart 2).

Chart 2: Television Advertising Expenditure in 2002 (In billion rupiah)

Looking for a Technician and/or a Philosopher: Media Education in Contemporary Indonesia

Overall, television took 66.4 percent of the total advertising expenditure of the nation, followed by newspaper (28.1 percent), and magazine (5.5 percent) (Cakram, 2003). Along with other factors, such figures push television to be the "prima donna" in the media industry and an attraction to students entering the universities.

Two Main Trends in Communication Education
The mushrooming of communication schools—at various levels—in the country is an interesting phenomenon. While it is true that the media and communication industry is undergoing a significant expansion and liberation, the concentration of activities and financial transactions in the capital city of Jakarta makes the industry growth is limited only to Jakarta. Despite this fact, however, as shown in the previous section, communication is still an attractive program to both school managers and potential students. In the nearby city of Bandung, the College of Communication of the University of Padjadjaran since the year of 2000 has to filter 225 prospective students out of about 7000-8000 applicants each year. In the Catholic University of Atma Jaya, Yogyakarta, last academic year, 210 students were admitted out of about 1760 applicants. At the University of Indonesia, the ratio between those who are accepted to those applying has always been very small in the past five years (see Table 3). In fact, the communication program is one of the most competitive in the University of Indonesia. In general, communication schools are being flocked to by potential students respective of their perceived "quality".

Table 3: Ratio between Accepted and Applying Students
In Undergraduate Communication Program in the University of Indonesia

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Accepted</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>3229</td>
<td>78</td>
<td>0.024</td>
</tr>
<tr>
<td>1999</td>
<td>3243</td>
<td>51</td>
<td>0.016</td>
</tr>
<tr>
<td>2000</td>
<td>3622</td>
<td>54</td>
<td>0.015</td>
</tr>
<tr>
<td>2001</td>
<td>3751</td>
<td>73</td>
<td>0.019</td>
</tr>
<tr>
<td>2002</td>
<td>3969</td>
<td>76</td>
<td>0.019</td>
</tr>
</tbody>
</table>

Source: Academic Administration Bureau, University of Indonesia.

Analyzed more closely, we could see two interesting trends that are shaped by the socio-cultural context of the country and its media industry. The first one, and the more observable one of the two, is the tendency for students to choose mass communication, journalism, or broadcasting over public relations and advertising. The second one, that needs more qualitative analysis to see, is that students continue to be interested in the non-practical, more philosophical communication studies, such as those offered in the critical and cultural traditions. In other words, simultaneously at this juncture within the development of media education in Indonesia, students are attracted to the technical, practical skills of communication and to the theoretical, scholarly works in communication. One could argue that such a contradiction has always been an integral part of the field as has been demonstrated by the debates in the 1983 special issue of the Journal of Communication (1983), Ferment in the Field (see also Baran & Davis, 2003). Furthermore, the balance between practical materials and theoretical materials has always been an issue among communication educators (see Fedler, Counts, Carey, & Santana, 1998). Nevertheless, the issues certainly demand a careful response from communication school administrators in Indonesia.
Table 4: Numbers of Applying and Accepted Students to the Diploma 3 Communication Program in the University of Indonesia

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcasting</td>
<td>1107</td>
<td>75</td>
<td>942</td>
<td>118</td>
<td>n.a.</td>
<td>154</td>
<td>2095</td>
<td>156</td>
<td>2600</td>
<td>259</td>
</tr>
<tr>
<td>PR</td>
<td>2066</td>
<td>150</td>
<td>1931</td>
<td>220</td>
<td>n.a.</td>
<td>217</td>
<td>1885</td>
<td>166</td>
<td>2066</td>
<td>159</td>
</tr>
<tr>
<td>Advertising</td>
<td>915</td>
<td>75</td>
<td>811</td>
<td>110</td>
<td>n.a.</td>
<td>94</td>
<td>1024</td>
<td>80</td>
<td>1270</td>
<td>103</td>
</tr>
</tbody>
</table>

Source: Academic Administration Bureau and Communication D3 Program, University of Indonesia.

To illustrate these trends, data from the University of Indonesia will be used. Table 4 contains data from the Diploma 3 Program at the University of Indonesia, which is a program that is geared to practical training in communication. Data from the program is being used for it shows that communication is attractive to many prospective students as a practical training program. Moreover, the data demonstrates that over the year broadcast education has become more popular among the students. Looking at the number of applicants, it is shown that by the year of 2001 the Broadcast program has surpassed the Public Relations program as the most popular, while the Advertising program always trails behind.

The second trend—that students are interested in the more scholarly, critical work—is harder to demonstrate and applies more to the undergraduate programs. In the undergraduate communication program in the University of Indonesia, students do not choose their specialization until the second year. When they do, they tend to choose “mass communication” over advertising or public relations. Among the class of 2000, 32 students or almost 60 percent choose mass communication, 14 (25.9%) choose advertising, and 8 (14.8%) choose Public Relations. The next year, 42 students (57.5%) select mass communication as their specialization, 24 (32.9%) choose advertising, and seven (9.6%) choose Public Relations.

It should be noted, however, that in the undergraduate communication education in the University of Indonesia, mass communication constitutes the least practical, more theoretical study program compared to the other two study programs. The bachelor theses written by the graduating students also indicate students’ interest in the scholarly, theoretical works. In the year of 2002, out of the 36 theses written by the students—in addition to other theses that could also be categorized as “scholarly”—ten theses can be categorized as critical or cultural works. They include titles such as “Commodification of Discourses on Sexuality”, “Representation of the Patriarchy ideology in the Javanese Cultural Hegemony in Television”, “Communication as Emancipatory Praxis”, and “Gender Representation in Movies Made by Women”. In 2001, 12 out of the 29 submitted theses can be classified as critical and/or cultural works. The titles include “The Representation of Homosexuals in Media”, “Critical Discourse Analysis of Advertisements”, and “Representation of Chinese Women in Popular Culture”.

The trend of becoming more critical—not only being theoretical, which could also be empirical—is particularly interesting because, by training, virtually all communication scholars in Indonesia are from the classical, empirical camp. Since its inception in the early 1960s, communication in Indonesia has traditionally been empirical. Starting out as a journalism study, communication quickly turned into an empirical social science in the tradition of
the American schools. The influence of the United States came through training, overseas scholarship, and technical assistance on what was known as development communication. Hence, schools of communication in Indonesia have never been very strong in the training of media professionals nor has it been a camp of the critical school. Therefore, the trend to be more critical can safely be seen as a response to the socio-cultural contexts of the resistance against both the authoritarian power and the market power.

Closing
At the surface, the booming of communication education in Indonesia might seem simply as a pragmatic response to the expansion of the media industry. Beneath the surface, however, the matter is not so simple. The growth of the communication industry and the prevalence of neo-liberalism might even have urged communication scholars to focus more on the questions about the use of media to maintain power. In other words, “link and match” between education and industry is not the only issue that is significant in communication education in Indonesia.

The students entering communication programs, either at the undergraduate level or the Diploma 3 level, might be responding to the same phenomenon, namely, the expansion of the communication and media industry. However, once they are in the program, they might react differently to the industry indicators. The more practical students of the Diploma 3 program prepare themselves to enter the professional workplace while the more theoretical undergraduate students—at least a significant part of them—orient themselves to be critics and scholars of communication. That in the end virtually all graduates work as a professional is, of course, a different matter.

To the lecturers and administrators, the trends pose a resource problem. In order to meet the needs of the society and the industry, they have to do balancing acts on limited resources. Worse, they are not well-equipped to deal with either the professional training (because they are mostly academics) or training in the critical school (as they are mostly trained in the classical school). Until the development of the Diploma 3 education in communication, in the late 1990s, communication schools did not succeed well in producing media professionals. A study commissioned by the United States International Development Agency in Jakarta in 1999, for instance, concludes that the “universities do not integrate enough practical experience in the curriculum and the professional journalistic degree is almost unheard of in Indonesia” (De Jesus, et al., 1999).

To address both needs, the University of Indonesia recruits professionals and scholars from outside institutions. Its location in the capital city of Jakarta gives it a benefit of access to both the industry professionals and a wide range of academics from research institutions. However, these additional lecturers are not on the tenure track and the stability of their service is not guaranteed. Such a temporary measure can only be used to a certain extent but universities have to decide on their future directions and build their capacity toward those directions. The University of Indonesia, for instance, strives to be a research university. In the future, only academic research and training in communication will be available in the University of Indonesia. More professional and skills training can be delegated to other institutions that are built to provide such trainings.
References


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Media Education and Training in Malaysia
Asiah Sarji and Syed Arabi Idid

Abstract
The paper will trace the chronology of the Malaysian media education system and takes a macro look at the training and educational needs of the communication industry. Three phases are discerned in providing these needs: the first phase was during the colonial period, the second phase was from 1957 to 1970, and during the third phase, the role of universities as media and communication education providers become more important than just media training.

A significant move made by the Malaysian government in 1970s to improve the education system in Malaysia was to accept communication as a discipline to be taught at the university level. The status of communication education was elevated from a non existence level in the colonial days to a technical level in 1960s to the same level as other traditional disciplines offered at the universities in 1970s. It was seen as a bold move.

The introduction of media and communication education at the university level was a blessing not only to the nation but also to the development of the media industry itself, whereas during the same period, many countries in the world, including Britain, believed that media and communication should not be considered as something to be learned formally. This attitude, unfortunately, contributed to the rising negative perception of media practitioners towards media educators and its products throughout the 70s and 80s.

The original aims of communication training in Malaysia then were to produce graduates who can contribute to nation building, and to meet the needs of the media and communication industry (Syarifah Mariam Ghazali, 1987). That was the scenario 15 years ago. In a few years, the age of media education in Malaysia will reach 35 years. What has happened to the media and communication education in Malaysia during these years?

Has it managed to help Malaysia in its nation building effort? Have we managed to improve the quality of media and communication practices in the country? Have we managed to
change the attitudes of the media practitioners towards media educators and media education? And more importantly, why are we still here? Are we moving in the right direction?

Malaysia: Education and Media Industries
Malaysia is considered as one of the fastest developing countries in the world (Table 1). Malaysia is exposed to various forms of changes, from economic to socio-cultural changes. These changes have influenced the attitudes of Malaysians towards several government development policies. As a result a major change has taken place in the education system as well as in the media system. Most of these changes began in the early 1980s when the government implemented the privatization policy.

In education for example the government encouraged the setting up of private colleges and universities. On top of that more public colleges and universities have been set up in addition to the available ones. (Table 2 and 3). More high schools graduates are given the opportunity to continue their studies in various fields offered by these colleges and universities. The courses can be vocational or professional in nature or purely academic.

Table 1: Malaysia: Selected Socio-Economic Data

<table>
<thead>
<tr>
<th>No</th>
<th>Socio-economic data</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Area</td>
<td>329,735 sq.kilometers</td>
</tr>
<tr>
<td>02</td>
<td>Population</td>
<td>23,275,000</td>
</tr>
<tr>
<td>03</td>
<td>Life expectancy at birth (age in years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>70.3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>75.2</td>
</tr>
<tr>
<td>04</td>
<td>GDP (at constant 1987 prices)</td>
<td>RM224,346</td>
</tr>
<tr>
<td>05</td>
<td>DNP per capita</td>
<td>USD3,529</td>
</tr>
<tr>
<td>06</td>
<td>GNP per capita in purchasing power</td>
<td>USD8,831</td>
</tr>
<tr>
<td>07</td>
<td>Unemployment Rate</td>
<td>3.9</td>
</tr>
<tr>
<td>08</td>
<td>Literacy Rate</td>
<td>93.8</td>
</tr>
<tr>
<td>09</td>
<td>Number of Mobile telephone subscribers</td>
<td>5,192,000 (inc.pre-paid)</td>
</tr>
<tr>
<td>10</td>
<td>Number of Internet subscribers</td>
<td>1,512,405</td>
</tr>
<tr>
<td>11</td>
<td>Personal computers actively installed</td>
<td>2.2 million</td>
</tr>
<tr>
<td>12</td>
<td>Number of computer per 1000</td>
<td>96</td>
</tr>
</tbody>
</table>

Until 2003, there are more than 64 private and public colleges operating in Malaysia. Nearly half of them provide media and communication education including in the areas of new communication technology and multimedia. Almost all of these colleges use English as the medium of instruction. Most of these colleges open their intake to foreign students.
Table 2: Major Colleges in Malaysia (Private And Public)

<table>
<thead>
<tr>
<th>Institute Name</th>
<th>Institute Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute for Medical Research</td>
<td>Jayadiri Institute of Technology</td>
</tr>
<tr>
<td>Sabah Institute of Art</td>
<td>Institute of Management &amp; Development (IPPJ)</td>
</tr>
<tr>
<td>Akademi Laut Malaysia (ALAM)</td>
<td>Asean Sheffield Medical College</td>
</tr>
<tr>
<td>Kinabalu College</td>
<td>Asia-Pacific Institute For Broadcasting Development</td>
</tr>
<tr>
<td>Kolej Bandar Utama</td>
<td>Country Heights Education</td>
</tr>
<tr>
<td>Kolej Damansara Utama</td>
<td>Informatics Klna Homepage</td>
</tr>
<tr>
<td>Kolej Islam Sultan Alam Shah</td>
<td>Kuala Lumpur School of Computer</td>
</tr>
<tr>
<td>Institut Bahasa Kuala Lumpur</td>
<td>Institut Perguruan Darulaman</td>
</tr>
<tr>
<td>Institut Latihan FTMS-ICL Science</td>
<td>Computers Merlimau</td>
</tr>
<tr>
<td>Limkokwing Institute of Creative Institute Technology (LICT)</td>
<td>Institut Teknologi MARA Terengganu</td>
</tr>
<tr>
<td>Maktab Sultan Abu Bakar</td>
<td>Institut Teknologi MARA Shah Alam</td>
</tr>
<tr>
<td>Maktab Perguruan Sandakan</td>
<td>Institute of Software Technology</td>
</tr>
<tr>
<td>Maktab Perguruan Sarawak</td>
<td>Institute of Telecommunication and Information Technology</td>
</tr>
<tr>
<td>Maktab Perguruan Temenggong Ibrahim Johor Bahru</td>
<td>Intec College Penang Malaysia</td>
</tr>
<tr>
<td>Maktab Tentera Diraja (Royal Military College)</td>
<td>INTI College</td>
</tr>
<tr>
<td>The Malay College</td>
<td>Sedaya College</td>
</tr>
<tr>
<td>Malaysian Institute of Management</td>
<td>Sepang Institute of Technology</td>
</tr>
<tr>
<td>Malaysian Insurance Institute</td>
<td>Shen Jai School of Commerce Ipoh</td>
</tr>
<tr>
<td>Mara Community College (MCC) Kuantan</td>
<td>Sultan Zainal Abidin Islamic College</td>
</tr>
<tr>
<td>Systematic Education Page</td>
<td>Stamford College</td>
</tr>
<tr>
<td>Telekom Malaysia - ITTM</td>
<td>Sunway College</td>
</tr>
<tr>
<td>Tuanku Bainun Teacher’s College</td>
<td>Mara Institute of Technology (ITM)</td>
</tr>
<tr>
<td>Tunku Abdul Rahman College</td>
<td>Metropolitan College</td>
</tr>
<tr>
<td>Universiti Telekom</td>
<td>Politeknik Sultan Haji Ahmad Shah</td>
</tr>
<tr>
<td>RAYMA Management Consultants (M)</td>
<td>Saito Academy</td>
</tr>
<tr>
<td>Rensselaer Polytechnic Institute MSA Technology</td>
<td>Workers Institute of Technology Informatics</td>
</tr>
<tr>
<td>Akademi Kewartawanan &amp; Informasi Taima (AKrT)</td>
<td>Asia Pacific Institute of Information</td>
</tr>
<tr>
<td>Akademi Seni Kebangsaan</td>
<td>Monash University</td>
</tr>
<tr>
<td>MTDC-UPM Multimedia Academy</td>
<td>International College Penana (ICP)</td>
</tr>
<tr>
<td></td>
<td>INTI College</td>
</tr>
<tr>
<td></td>
<td>Akademi Filem Malaysia</td>
</tr>
<tr>
<td></td>
<td>Malaysian Institute of Interactive Media</td>
</tr>
</tbody>
</table>

Table 3: Malaysian Universities 2003

<table>
<thead>
<tr>
<th>Num</th>
<th>Name of Universities</th>
<th>Government</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>International Islamic University Malaysia (IIUM)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Multimedia Universiti (MMU)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>03</td>
<td>Open University Malaysia (OUM)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>04</td>
<td>Universiti Industri Selangor (UIS)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Universiti Malaya (UM)</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Television Channels in Malaysia March 2002

<table>
<thead>
<tr>
<th>Name</th>
<th>Mode Transmission</th>
<th>Year</th>
<th>Coverage</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV1 (Government) Radio and TV Malaysia (RTM)</td>
<td>Terrestrial</td>
<td>1963</td>
<td>National</td>
<td>Active</td>
</tr>
<tr>
<td>TV2 (Government) Radio and TV Malaysia</td>
<td>Terrestrial</td>
<td>1969</td>
<td>National</td>
<td>Active</td>
</tr>
<tr>
<td>TV3 (Private) Sistem Television Malaysia Bhd.</td>
<td>Terrestrial</td>
<td>1984</td>
<td>National</td>
<td>Active</td>
</tr>
<tr>
<td>Mega TV (Private) Cableview Services Sdn.Bhd.</td>
<td>Cable 10 channels</td>
<td>1995</td>
<td>National</td>
<td>Temporarily no service</td>
</tr>
<tr>
<td>Medanmas Sdn.Bhd.</td>
<td></td>
<td></td>
<td>Northern Region</td>
<td>Has not begun</td>
</tr>
<tr>
<td>GrafiMatrix Sdn.Bhd.</td>
<td>MITV Multimedia Interactive TV</td>
<td></td>
<td></td>
<td>Has not begun</td>
</tr>
<tr>
<td>Network Guidance Sdn.Bhd.</td>
<td>Fine Network-interactive TV</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


At the same time, the privatization policy also encourages the development of private media industries. For example, the number of TV channel has increased from just three channels in 1984 (including two government channels) to 45 channels now (Table 4). As the economy
improves, Malaysia will continue to have more TV stations. The same scenario can be seen in radio broadcasting and the broadcast media industry (Table 5, 6, 7,8).

**Table 5: Radio in Peninsular Malaysia 2001**

<table>
<thead>
<tr>
<th>No</th>
<th>Channels</th>
<th>Language</th>
<th>Airtime (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Radio 1</td>
<td>Malay</td>
<td>24</td>
</tr>
<tr>
<td>02</td>
<td>Radio Muzik</td>
<td>English and Malay</td>
<td>24</td>
</tr>
<tr>
<td>03</td>
<td>Radio 3</td>
<td>Malay (states in Pen.)</td>
<td>24</td>
</tr>
<tr>
<td>04</td>
<td>Radio 4</td>
<td>English</td>
<td>24</td>
</tr>
<tr>
<td>05</td>
<td>Radio 5</td>
<td>Chinese</td>
<td>24</td>
</tr>
<tr>
<td>06</td>
<td>Radio 6</td>
<td>Tamil/Hindi</td>
<td>24</td>
</tr>
<tr>
<td>07</td>
<td>Radio IKIM</td>
<td>Malay/Arabic</td>
<td>18</td>
</tr>
</tbody>
</table>

(Source: Media Guide 2001)

**Table 6: Radio Malaysia in Sabah, East Malaysia 2001**

<table>
<thead>
<tr>
<th>No</th>
<th>Channels</th>
<th>Language</th>
<th>Airtime (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Nasional</td>
<td>Malay</td>
<td>24</td>
</tr>
<tr>
<td>02</td>
<td>Blue Network</td>
<td>English, Mandarin</td>
<td>19, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dusun, Kadazan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Murut, Bajau</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Tawau</td>
<td>Malay</td>
<td>06</td>
</tr>
<tr>
<td>04</td>
<td>Sandakan</td>
<td>Malay</td>
<td>06</td>
</tr>
<tr>
<td>05</td>
<td>Labuan</td>
<td>Malay</td>
<td>24</td>
</tr>
</tbody>
</table>

(Source: Media Guide 2002)

**Table 7: Radio Malaysia in Sarawak, East Malaysia 2001**

<table>
<thead>
<tr>
<th>No</th>
<th>Channels</th>
<th>Language</th>
<th>Airtime (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>National Channels</td>
<td>Malay</td>
<td>24</td>
</tr>
<tr>
<td>02</td>
<td>Merah</td>
<td>Mandarin</td>
<td>13</td>
</tr>
<tr>
<td>03</td>
<td>Hijau</td>
<td>Iban</td>
<td>13</td>
</tr>
<tr>
<td>04</td>
<td>Biru</td>
<td>Bidayuh</td>
<td>10</td>
</tr>
</tbody>
</table>

(Source: Media Guide 2002)
### Table 8: Private Radio Stations in Malaysia 2003

<table>
<thead>
<tr>
<th>No</th>
<th>Channels</th>
<th>Language</th>
<th>Airtime (Hours)</th>
</tr>
</thead>
</table>
| 01 | ASTRO (Satellite)  
16 channels (era, myfm,  
Opus, hitz.fm, MIX,  
Light & easy, Classic  
Rock, Golden Oldies,  
Nostalgia, India beat,  
Jazz, Melodi, Irama  
Melayu, Osai, VARIA,  
Musiq'a.               | Malay, English,  
Mandarin, Cantonese,  
Tamil,  
Hindi, Arabic        | 24               |
| 02 | Time Highway Radio (Nationwide)                                           | Malay-English 42%  
Tamil-Chinese 40%       | 24               |
| 03 | Suara Johor Best 104 FM, (Southern Johor Area)                            | Malay (60%)  
English (40%)            | 24               |
| 04 | Cats Radio (Sarawak Area)                                                | Malay (42%)  
English (37%)  
Mandarin (21%)          | 24               |
| 05 | Radio Rediffusion (Redi FM- Nationwide)                                  | Chinese              | 24               |
| 06 | Radio Rediffusion (Rfm - Nationwide)                                     | Malay (46%)  
English (54%)            | 24               |


In 2002 alone, about 18,000 publishing permits were issued by the Home Ministry. There were nine newspapers in Malay language, 16 in English, 19 in Chinese and four in Tamil language (Media Guide 2001-02). Based on data collected by Press Guide 2001-2002, most of the advertising expenditure went to newspaper industry, followed by television, magazine, radio and others. On top of that the new media has been positioning very well among the media industry in Malaysia. The growth of internet subscribers is very encouraging from only 63,945 in 1966 jumping to 1,512, 405 in the year 2000. The same goes with the computer usage. Although still lagging behind some of the more advanced countries, the growth in computer use per 1000 can be seen clearly. From only 21 computers per 1000 in 1993, this has increased to 96 to 1000 in 2000 (Economic Report 2001-2002).

For a small country like Malaysia with only 23 million population, one can easily admit that there has been a tremendous change in the Malaysian media environment. However the development in media industry seems to correspond with the development in media studies. About six colleges in Table 9 offer diplomas in media and communication studies.
Table 9: Media and Communication Education in Universities

<table>
<thead>
<tr>
<th>No.</th>
<th>University</th>
<th>Center/Faculty School/Department</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Universiti Sains Malaysia</td>
<td>School of Communication With three programmes</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA, Ph.D</td>
</tr>
<tr>
<td>02</td>
<td>Universiti Technology MARA</td>
<td>1. Faculty of Mass Communication</td>
<td>Diploma, BA, MA,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Faculty of Screen and Performing Arts</td>
<td>Ph.D</td>
</tr>
<tr>
<td>03</td>
<td>Universiti Kebangsaan Malaysia</td>
<td>Center for Media and Communication Studies With three</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>programmes</td>
<td>MA, Ph.D</td>
</tr>
<tr>
<td>04</td>
<td>Universiti Putra Malaysia</td>
<td>Department of Communication</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA, Ph.D</td>
</tr>
<tr>
<td>05</td>
<td>Universiti Malaya</td>
<td>Department of Media Studies</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA, Ph.D</td>
</tr>
<tr>
<td>06</td>
<td>International Islamic University</td>
<td>Department of Communication</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA, Ph.D</td>
</tr>
<tr>
<td>07</td>
<td>Multimedia University</td>
<td>Faculty of Creative Multimedia</td>
<td>B.Sc. M.Sc. Ph.D</td>
</tr>
<tr>
<td>08</td>
<td>Universiti Malaysia Sarawak</td>
<td>Faculty of Applied and Creative Arts with three programmes</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td>09</td>
<td>Universiti Malaysia Sabah</td>
<td>Communication Programme</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td>10</td>
<td>Universiti Utara Malaysia</td>
<td>Bachelor of Communication Programme</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td>11</td>
<td>Universiti College Islam Malaysia</td>
<td>Communication courses under Dakwah Programme</td>
<td>BA (Hons)</td>
</tr>
</tbody>
</table>

All nine universities in Table 9 offer media and communication studies at bachelor and post graduate levels, except a few which have yet to begin their post graduate programmes.

MEDIA AND COMMUNICATION EDUCATION IN MALAYSIA
Media and communication education in Malaysia has been following two different types of education, formal and informal.

Informal Education
Through formal education, students will be awarded with either diplomas or degree. Whereas through the informal system, courses are conducted based on the need and plan of the organizations concern (Table 10). The function of informal media education is to help the
relevant media organizations in improving the performance of their staff. There are other media and developmental organizations that run similar methods of training. It is on the job type of media training.

However some organizations like FINAS (National Film Board of Malaysia) and IPRM (Malaysian Public Relations Institute) design their courses to meet the need of the industries. They even open participation to those who are new to the fields. Participants will be charged with some amount of fees. At the end of the course they will be conferred with certificates or diplomas.

**Table 10: Informal Education on Media and Communication**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Institution</th>
<th>Ownership</th>
<th>Types of Courses</th>
<th>Cert</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Tun Razak Broadcasting Institute.</td>
<td>Ministry of Information Malaysia.</td>
<td>Broadcasting for RTM Staff and other interested parties. Training broadcasting to broadcasters at Asia-Pacific Region</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Asia Pasific Institute of Broadcasting</td>
<td>Ministry of Information with ABU and other Development sponsors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>National Film Board Malaysia (FINAS)</td>
<td>Ministry of Information Malaysia</td>
<td>Film related courses</td>
<td>X</td>
</tr>
<tr>
<td>03</td>
<td>Institute of Public Relations (IPRM)</td>
<td>Public relations related courses</td>
<td>Open to all</td>
<td>X</td>
</tr>
<tr>
<td>04</td>
<td>Malaysia Press Institute.</td>
<td>Journalism related courses</td>
<td>Open to members</td>
<td>X</td>
</tr>
</tbody>
</table>

The frequency of the training held is almost consistent every year. In the study conducted on the pattern of film related training organized by FINAS, it was discovered that FINAS spent a lot of efforts in this area (Asiah, Fuziah Kartini and Arfah, 2001). The number of courses that has been organized increases steadily especially in the field of film script writing. The study conducted by FINAS and UKM in 1998 showed the poor state of screen writing.

**Formal Education**

Due to the wide spread development in media and communication industries, the demand for skilled and trained media personnel increases. As a result, more formal education institutions have developed. Most of these institutions offer diplomas and degrees in media and communication studies. (Table 9) From just three higher institutions in 1970s, namely Universiti Sains Malaysia, Institute Technology of MARA, and Universiti Kebangsaan Malaysia, a total of nine institutions existed in 2003. These nine institutions have distinctive structure of media and communication education.

Since the policy on higher education stresses on complimentary system, therefore each higher institution that plan to offer media education must have its niche, although in practice
it is hard to do so. The industries seem to demand certain kinds of media skills, consequently the training institutions are more inclined to respond to the needs of the real media world. For this reason, most of the private colleges focus their attention on the skills aspect of media training. Among the skills covered are television, radio and film production, television, film and theater management, writing for various media including speech writing, multimedia related subjects including graphic, desktop publishing, 3D animation and production, journalism, advertising design and production and photography.

However, the public universities have tried to balance between skills and theoretical input. Other then skills courses, each university offers courses related to communication theory and research, except for Universiti Malaysia Sarawak, Universiti Multimedia, Monash University Malaysia, and Faculty of Screen and Performing Arts in Uitm, which have more skill elements in their media and communication related subjects. Other universities allocate at least 50 percent of their teaching time on the theoretical foundation of the subject mater.

The period of time to obtain bachelors degree is three years in many of the public universities. The number of units to be completed varies between universities and colleges. However all of the universities and colleges in Malaysia require their students to submit projects to fulfill one of the requirements to get the diploma or degree. However most of the government run universities require students to complete one research project and one major project relating to skill before they are eligible to receive their diplomas or degrees.

According to the records published by Jabatan Pendidikan Tinggi (Higher Education Department) and Fakulti Pengajian Am (Faculty of General Studies) 2001 (Saodah Wok, 2002), a rough estimate of the number of graduates in communication based on the levels of programmes offered are about 1000 certificate holders, almost 7,000 bachelor holders, and nearly 200 masters degree holders and close to 20 Ph.D holders. Most of the universities offer postgraduate degree programmes. Generally, three types of programmes are offered to postgraduate candidates; full thesis programme, course work and thesis, and course work only. Most of the working candidates prefer to do their masters degree on a part time basis. Most of these students are more inclined to choose course work only programme. At least 10 percent of the post graduate candidates are students from abroad. Most of these foreign students come from countries such as Middle East, Africa, South Asia, North Africa and Central Asia.

The number of foreign students doing their masters and PhD degrees in local universities, government or private universities, has increased significantly lately. Most of these universities allow the students to write their dissertations either in Malay or English. This is the advantage of studying media in Malaysia. In fact the research finding shows that communication educators in Malaysia were significantly proficient in English and Bahasa Melayu in all aspects of proficiency (Saodah Wok and Miszaidah Kamaruddin, 2001).

The Educators
Malaysia, to a certain extent has succeeded in producing graduates in media and communication for the industries, and according to Saodah Wok, quite a number of them has occupied strategic positions in the public and the private sectors. Does this show that the Malaysian media educators are fully qualified? Only the qualified educators can produce qualified man power. In other words the demand for qualified manpower in media and communication has to be shouldered by the communication educators in the country. As it
is, according to Saodah Wok (2002) the number of professors is less than ten, about only 20 associate professors, and roughly 30 assistant professors/senior lecturers with Ph.D. We share the concern of Saodah by questioning their capability in training the media and communication workers since the number of students and teaching responsibilities has increased tremendously.

ISSUES IN MEDIA EDUCATION
As was mentioned earlier, the original aim of communication training in Malaysia then was to produce graduates who can contribute to nation building, and to meet the needs of the media and communication industry (Syarifah Mariam Ghazali, 1987). Based on the available facts, Malaysia has successfully fulfilled the need of providing skilled manpower in the media and communication industry. If not for the bold move by the government then, Malaysia will still be relying on foreign experts in managing its media and communication industries.

This success story is a blessing to the media educators and the graduates they produced. It has helped in gaining respect from the media practitioners and the policy makers. The media and communication education is gaining respect from other faculty members from different areas of social sciences.

On top of that, Malaysia has successfully provided professional trainers and academicians to the ever-expanding media education institutions. This development was not foreseen during the earlier years. As a result of these successes, the responsibilities in developing and shaping the media industries in Malaysia fall into the hands of Malaysian experts. What we expect out of this is that, the Malaysian media educators and practitioners should be able to shape the identity of media and communication industries according to the Malaysian sociocultural backdrop. Have we managed to produce media practitioners who emphasise with the needs of nation building? Or are our graduates among the many followers of global media practitioners whose job is just to strengthen foreign hegemony?

On the academic aspect of media and communication education, several issues arise especially regarding the quality of our academic atmosphere. Skill wise, Saodah Wok’s survey did show that Malaysian media educators are capable and qualified, however the number of professors, associate professors and Ph.D holders is still small. This is not the scenario we would like to see after 35 years of existence. On top of that we have not managed to embark into the search for new major theories and knowledge building. Western ideas and philosophy are still very much embedded in our trend of thinking. In the film industry for example, the Malaysian’ scholars have not yet been able to explore an alternative film theory, which can help film practitioners understand the Malaysian identity and develop our own alternative film industry in Malaysia. The same goes with other aspects of media and communication science. After nearly 35 years of existence we have not managed to pull ourselves together into forming a united group of Malaysian scholars to help us examine media education in this country. We have no voice in determining the direction of our media education.

CONCLUSION
After looking back, we can say that media education in Malaysia has developed significantly especially in the physical forms. The number of schools, the teaching staff, and the graduates had increased 100 percent as compared to 10 years ago. The awareness on the importance of media and communication education has been widespread. The demand from the high
school leavers to join media related education studies had increased ever since. Similarly, we have noted a steady development in the post graduate enrollment especially in the last five years.

BIBLIOGRAPHY


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Syed Arabi Idid is currently professor of Communication studies at the International Islamic University of Malaysia.
The Status of Communication/Media Education in the Philippines
Elizabeth Lorenzana-Diaz

Abstract
A brief overview of the media system in the Philippines introduces the topic and then proceeds with a historical development of communication/media education and training starting as early as 1936 when the oldest university, the University of Sto. Tomas offered a Bachelor of Literature in journalism program. In 1971, a survey conducted placed the number of schools offering programs in journalism and communication at thirteen and subsequent studies showed an increase of fifty-one in 1988, and at present, one hundred thirty four. The focus of the paper will be the programs of the University of the Philippines, College of Mass Communication which evolved from an institute in 1965 into a college in 1988 with degree programs in journalism, Broadcasting, Communication Research and Film and Audio-Visual Communication. All programs offer undergraduate and graduate courses. Only Communication Research offers a Ph.D. in Communication. As the premier university of the country, the University of the Philippines has been the model of most communication programs that have been established. The role of the Philippine Association of Communication Educators (PACE) Foundation, the only nationwide organization of communication educators tasked to develop and upgrade communication education is discussed to some extent. PACE has been responsible for many innovative communication teaching-learning approaches and continues to encourage all schools to be relevant and updated with the latest trends by conducting seminars, workshops, training programs and holding an annual general membership meeting to address pressing and current issues and challenges. Unfortunately, the quality of communication education has not kept pace with the increasing number of schools. However, PACE has been actively correcting the gap with its plans and activities to upgrade the standards of communication education and is working closely with the Commission on Higher Education (CHED) on this. A recent survey on a profile and training needs of educators reveals a need to provide a continuing education agenda which PACE is addressing. The challenges of the Communication and Information Revolution to Philippine Communication education will conclude the paper.

Philippine media basically follows the United States system of free enterprise and adheres to the notion of the “marketplace of ideas”. As privately owned and commercially-run entities, there is keen competition for revenues coming mainly from adverti-
ing. As provided in the 1987 Constitution, media are free and independent from government control and ownership and management is limited to Filipinos. Only a handful own media outfits making them virtual monopolies. Government regulation in media is limited to the technical standards set by the National Telecommunications Commission (NTC) for broadcasting and laws contained in the Revised penal Code of the Philippines. Self-regulation through compliance of the industry codes of ethics is generally practiced to put pressure on media practitioners to operate in an ethical manner. The agencies which act as industry regulatory bodies are the Kapisanan ng mga Brodkaster ng Pilipinas (KBP) for broadcasting, the Philippine Press Institute (PPI) and National Press Club (NPC) for the print media; Movie and Television Review and Classification Board (MTRCB) which classifies pictures for specific audiences and the Videogram Regulatory Board (VRB).

As of July 2003, the Philippine Information Agency (PIA) which is still in the process of updating basic media data, places the number of radio stations at 355 AM, 537 FM, 159 TV, 894 CATV and 3 DTH. Ownership of media places TV at 71%, radio 83%, cable 9%, VHS 30% and DVDs and VCDs at 20%. There are 160 + Internet service providers, 500,000 subscribers and 2M users. (See Table 1 below)

<table>
<thead>
<tr>
<th>Type of Media</th>
<th>No.of Broadcast Media Stations</th>
<th>Media Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Radio</td>
<td>355</td>
<td>83%</td>
</tr>
<tr>
<td>FM Radio</td>
<td>537</td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td>159</td>
<td>71%</td>
</tr>
<tr>
<td>CATV</td>
<td>894</td>
<td>9%</td>
</tr>
<tr>
<td>DTH</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>VHS</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>DVDs &amp; VCDs</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>ISP (Internet service providers) is 160+</td>
<td>500,000</td>
<td>Users</td>
</tr>
</tbody>
</table>

For the print media, PIA lists 12 broadsheets in English except for one in Metro Manila with a circulation of 1,633,688. The tabloids, numbering 17, 8 of which are in Filipino have a circulation of 3,307,744 daily. (See Table 2)

<table>
<thead>
<tr>
<th>Print Media</th>
<th>Number of Print Media</th>
<th>Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Filipino</td>
</tr>
<tr>
<td>Broadsheets</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Tabloids</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

Tabloids are very saleable and appealing because they are cheap, readable, have many stories and gossips with pornographic pictures and uses the Filipino language, which is the language of the masses. The circulation of 32 magazines is more than 4.5 million. Media content have been criticized for their lopsidedness in favor of too much entertainment which emphasize violence, sex, stereotyping, crime and sensationalism. Too much commercialism at the expense of quality and lack of responsiveness to the needs and interests of the audiences have been the regular programming fare.
There have been some good and compellingly challenging programs but too much programming exploit the images of sex, violence and other types of fast-paced “action” in the most attractive manner to get the audiences to keep the money coming. The profit motive seems to be the driving force in the industry. In this connection and due to the over-commercialized orientation of media, many sectors have initiated the establishment of a public broadcasting system as an alternative service, by converting the government radio and TV networks to provide access and participation to the neglected sectors of society, and to give the public a choice of program offerings. Bills have been filed in Congress for this purpose. Media are fulfilling their watchdog function to some degree and are very critical of government with regular broadcasts and prints of exposés on abuses, graft, corruption, irregularities and wrongdoing by officials and institutions, in spite of their being perceived as corrupt. For a fee, broadcasters and publishers air or publish stories in one’s favor – hence, the so-called “envelopmental journalism.”

Media have been exploited by media personalities and practitioners themselves for political ambitions. They have influenced audiences to elect them into public office on the basis of mere exposure and popularity and not on political platforms, positions on issues and the necessary qualifications to function as effective legislators/officials. There is much to be desired in Philippine media, and though slowly, through legislation and “political will” there is hope for some improvement.

The Development of Communication/Media Education
The earliest journalism course in the country was first introduced by the University of the Philippines in 1919. Not long afterwards, it was discontinued and resumed only in the 50s. The oldest university in the Philippines, the University of Sto. Tomas followed suit in 1936 with the establishment of its Bachelor of Literature in Journalism Programme. It is considered the oldest continuing program in communication education. In 1956, the Far Eastern University (FEU) under its Department of Communication started its journalism program.

A survey in 1970 showed that there were 13 schools or departments with degree programs in Journalism, Communication and Broadcasting. Later, a more comprehensive survey conducted through the Philippine Association of Communication Educators (PACE) in 1988 showed 51 schools with the increase more noticeable in the provinces. With only 2 institutions in 1970, the number grew to 32 in 1988 - with 14 in the Visayas, 11 in Luzon and 7 in Mindanao. In 1995 there were 77, a more than double increase, and today there are 134 in the whole country. (See Table 3)

Table 3: Geographical Distribution of Communication Departments/Schools

<table>
<thead>
<tr>
<th>DISTRIBUTION</th>
<th>NO. OF SCHOOLS</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro Manila</td>
<td>19</td>
<td>37</td>
</tr>
<tr>
<td>Luzon</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Visayas</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Mindanao</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>51</td>
<td>100*</td>
</tr>
</tbody>
</table>

*Percentages rounded off
Dr. Crispin Maslog, then the PACE President, reported that communication school chains had emerged with Ateneo University’s establishment of 5 schools in different parts of the country. St. Paul’s College followed with 3 and the biggest chain of schools came from the University of the Philippines system, which put up 7 units. Forty-three schools offer undergraduate degree programs, two with graduate programs and six have both undergraduate and graduate programs. There are only two schools offering Ph.D. programs: U.P. Diliman and U.P. Los Baños.

Different specializations or majors under the Bachelor of Communication Program included Journalism, Mass Communication, Communication Arts and Bachelor of Literature in Journalism. A Bachelor of Science degree in development communication was first offered the U.P. Institute of Development Communication with 5 other schools, all located in the provinces. (See Table 4)

<table>
<thead>
<tr>
<th>DEGREE OFFERED</th>
<th>NO. OF SCHOOLS</th>
<th>PERCENT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree**</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>32</td>
<td>63</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Offering graduate degrees only</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>No data available</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

*Rounded off

**Refers to the following degrees: Bachelor in Broadcast Communication, Bachelor in Business Journalism, Bachelor of Mass Communication, and Bachelor of Communication Arts

Not all schools offered majors in particular fields or specializations. Only 20 are considered specialist schools with majors in – broadcasting, journalism, speech, etc., and the rest were called generalist-oriented schools required to take a number of units from all the courses in the curriculum.

The medium of instruction in communication schools was English although students were encouraged to be bilingual in their scriptwriting and production classes. In 1986-1987, enrollment in 24 undergraduate schools totaled 6,988. There was no data available on the other schools. The biggest enrolments were at state universities, Polytechnic University of the Philippines with 1,207 students and the UP College of Communication with 1,033. Out of the total enrolment, 76% were female. In the 24 schools (both graduate and undergraduate) there were 367 members of the faculty, with the UP College of Mass Communication having the biggest number of full-time teachers. There was an almost equal number of full-time and part-time faculty members. In terms of educational attainment, UPLB’s Institute of Development Communication had 11 PhDs followed by UPCMC with 7.

The state universities are given teaching loads of 12 units while other schools are required to teach 20-22 units leaving them with no time to do any research or writing. Most schools did
not have any facilities except for UPCMC and UPLB-IDC. Both schools had their own radio stations. UPCMC also had TV and film production studios and equipment and UPLB-IDC and a small printing shop and computers for word processing. Both have adequate audio-visual equipment. Most instructional materials were still of foreign origin, mostly American. However, the academe recognized the need for local materials. Most graduates from UPCMC, UPLB-IDC and Silliman University had no records of their alumni. Only the state colleges and universities had little research and extension work and none from other schools since they were left with no time for anything else with their heavy teaching loads.

The Problems and Prospects of Formal Education

Dr. Maslog summarized the problems based on the study as follows:

1. Lack of facilities and equipment
2. Lack of instructional materials
3. Lack of qualified faculty with Master’s degrees and professional experience
4. Lack of support from the mass media and communication practitioners
5. Lack of direction, coordination, supervision and accreditation, resulting in the proliferation of substandard programs.

Some of these problems were being solved by some schools, like pooling their resources for common facilities and encouraging faculty members to write local instructional materials. Part of the PACE study also tackled the Non-formal Communication training offered by many communication colleges and universities. Seminar-workshops and summer institutes were offered on various areas of interest such as: photography, soundslide production, radio scriptwriting, drama production and many more depending on the needs expressed by various sectors of the community. Outside the schools, there are many institutions offering non-formal, non-degree training programs namely: Press Foundation of Asia (PFA) Communication Foundation for Asia (CFA), Sonolux Asia, National Office of Mass Media (NOMM), Asian Social Institute (ASI), Philippine Educational Theater Association (PETA), Philippine Press Institute (PPI), Kapisanan ng mga Brodkaster ng Pilipinas (KBP), Philippine Information Agency (PIA) and the Development Academy of the Philippines (DAP).

Dr. Maslog concluded the study with some general observations and questions:

1. Is the growth in the number of schools offering communication training desirable? Will there be enough jobs? Are the growths in the right direction? Is there a need to develop areas of strength so that the various school programs complement each other rather than compete?
2. What can be done about the part-time faculty in private schools? Does this affect the quality of the graduates?
3. Is there a need for graduate level training in communication for would-be teachers?
4. Philippine communication schools/programs offer a great variety of majors, at least 15, ranging from advertising to writing. Are there majors relevant to the needs of the country?
5. For whom is mass communication? Are Philippine communication schools training communicators who will only contribute to widening the gap between
the rich and the poor?

University of the Philippines Diliman: College of Mass Communication
The University of the Philippines Institute of Mass Communication, a pioneer in communication education in Asia, was established in 1965 by Republic Act No. 4379. Its main objective was “primarily to inculcate and foster awareness of the ethical and social significance of, as well as responsibility in, the use of interpersonal and mass media including the press, radio, television and film. Its main functions were: 1) to provide students graduate and undergraduate training in communication which rests on a broad general education base and which treats communication as a science, an art and a service; 2) to undertake basic and applied communication research geared to the service of education and development; and 3) to provide a continuing education program for practitioners in the country and in the Asian region that is oriented to national and regional development.”

The University of the Philippines, College of Mass Communication (UP-CMC) is the only university that offers nine academic programs under five departments namely: Bachelor of Arts (BA) degrees in Broadcast Communication, Communication Research, Film and Audio-Visual Communication and Journalism; Master of Arts (M.A.) degrees major in Broadcast Media Studies, Journalism, and Film; and a Doctor of Philosophy (Ph.D.) degree in Communication. The UP-CMC vision states that “the college envisions a society that is egalitarian, participative, and progressive through the development of media that is socially responsible, critical and vigilant; liberative and transformative; and free and independent.” To fulfill this vision, the College shall:

1. Pursue excellence in transformative media studies and cultural works, the generation of relevant knowledge, and the development of professionalism among faculty, students and communication and media practitioners;
2. Develop and strengthen linkages with different sectors and institutions for information and media literacy, and people empowerment;
3. Provide the critical voice that promotes and safeguards the freedom, independence and responsibility of media.

The college has 41 faculty members and 50 part-time lecturers, many of whom are prominent scholars and practitioners who hold advanced degrees from UP and foreign schools. There are 36 administrative staff members and an enrollment of 1,200 students. CMC has the biggest mass communication library in the country, with a book collection of around 30,000 volumes, nearly a thousand journals, about 5,000 theses and dissertations, and some 10,000 non-print materials.

Since its establishment in 1965 CMC has graduated thousands, many of whom are now noted practitioners in mass media and in the communication professions. Beginning 1994, the College initiated substantial changes in the curriculum, research and extension functions for the 21st century. It is constructing a Media Center to house additional broadcasting and film facilities as well as its expanding library, as part of the College vision of strengthening its premier role in communication/media education in the Philippines. (CMC brochures, 2003)

CMC Degree Programs

Bachelor of Arts Programs

Jurnal Pengajian Media Malaysia | Malaysian Journal of Media Studies 2003
1. BA Journalism
The Journalism program is the oldest in the college. The program gives students a strong grounding in the arts and sciences and equips them with the skills currently required by the profession. They are trained to be socially responsible and critical professionals aware of the power and the responsibilities of the press, and of the need to defend press freedom and live up to the highest ethical norms. The BA Journalism program is a four-year undergraduate course which has existed since 1966 and has produced about 1,400 graduates from 1966 to 1998. Each year the program can accept only 70 students as it is a quota course. Only those who pass the UP College Admission Test can apply for admission after meeting the requirements of a general weighted average of 2.25 for shiftrees and 1.75 for transferrees and an essay examination. Students can apply for college and university scholarships which provide free tuition, stipends and book allowances.

One needs to complete 147 units from general education subjects in the Arts and Humanities domain, in the Math, Science and Technology domain, Social Sciences and Philosophy domain, Philippine Studies, CMC electives from Broadcast, Communication Research or Film and non-CMC electives from any discipline offered by other units with the corresponding number of units. Journalism majors must maintain an average grade of 2.25 or better in all major subjects in order to be retained in the program.


2. BA Broadcast Communication
The Bachelor of Arts in Broadcast Communication degree was established through a resolution approved by the Board of Regents in 1966 at the Institute of Mass Communication. However, broadcasting courses were already being offered the Speech and Drama Department, College of Arts and Sciences as early 1963. The BA Broadcast Communication program aims to provide the requisite training for future broadcast practitioners who are competent, critical and responsible. The program’s objective is to develop creative skills and critical thinking among its students to prepare them for their role as responsible, ethical and professional broadcasters.

New approaches and methodologies in instruction of broadcast communication theory and practice have been introduced due to recent developments in information technol-
ogy. Curricular revisions include:
1. Integration and/or strengthening of existing courses in radio and television production;
2. Introduction of a new course in multi-media production; and
3. Strengthening of elective course offerings.

With convergence and blurring of distinctions of the various media, suggestions have been made to also merge separate courses in Radio and television like Radio Speech and Performance and Television Speech and Performance into Broadcast Speech and Performance; Radio Writing and Television Writing into Broadcast Writing and so on. The Commission on Higher Education uses the CMC Broadcast Curriculum as an academic standard for other broadcast academic programs in the country.

3. BA Communication Research
The BA Communication Research Curriculum was last revised in 2002 with the change in program requirements. The recent developments brought by the institution of the Revised General Education Program (RGEP) indicated the need to adjust the curriculum in terms of instituting courses, adjusting course prerequisites and requirements as well as content. The curriculum revisions are meant to reflect the needs of the program, including envisioned developments in the field of communication research.

Since its inception in 1975, the Department of Communication Research has continuously refined every aspect of its theoretical and practical approach to the study of mass media and communication. The department, which seeks to train ethical, critical and competent researchers, in the sole academic unit that offers a full communication research program in the undergraduate, master’s, and doctoral levels in the country. The Commission on Higher Education (CHED) has designated the department as a Center of Excellence for Communication Education. (CR papers, 2002)

4. BA Film and Audio-Visual Communication
The BA in Film and Audio-Visual Communication program is the youngest academic program in CMC. Established by the Board of Regents in 1984, it is the only degree program in the Philippines that offers a four-year BA Film and Audio-Visual Communication Course.

The program aims to contribute to the development of a genuinely Filipino national cinema by producing graduates with a well-rounded liberal arts education as well as creative and technical skills and social responsibility. (CMC brochure, 2002)

Graduate Studies Program

In October 2001, the MA Program of the College underwent a major revision after several minor changes since it was instituted in 1966 to be in step with the developments and technological advances which had changed the media environment and to respond to changing needs in media education.

The rationale for the paradigm shifts and the change in the degree program’s name from MA in Communication to MA in Media Studies as stated in the proposal was to re-focus the study of media as they operate not only as information and communication agents but also,
and more importantly, as consciousness industries.

Media Studies is an area of intellectual discourse that produces knowledge about the vast array of evolving global and local technologies, economies, and power centers that affect the way people communicate. Courses in media studies are focused on the political, economic, and socio-cultural forces that shape and inform media and conversely, on how media shape these forces.

The departments of Broadcast Communication and Journalism are undertaking this shift under a single program in recognition of the interconnectedness of the media, while respecting the uniqueness of each area of media practice. The sub-disciplinary concentrations are maintained even as the curricular changes move the MA program in the direction of cross-media studies, through the institution of common courses in media studies. All students of the program, regardless of major, take subjects in Media Theory, Media Ethics, Media Literacy and Media Research (See Table 5).

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Theory</td>
<td>Theoretical foundations of media studies.</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>Critical studies of content, structures, production, and distribution of media texts.</td>
</tr>
<tr>
<td>Media Ethics</td>
<td>Ethical practices and legal standards in free media.</td>
</tr>
<tr>
<td>Media Research</td>
<td>Creative and critical proficiency in conceptualizing.</td>
</tr>
</tbody>
</table>

The change in program name re-focuses media education from the broader approach of Communication, which is diffused among all kinds of communication, including the non-mass media type, to one that problematizes the technological as well as the socio-cultural convergence resulting from the new media environment.

Media Studies in Broadcasting, Journalism and Film students have to complete 39 units: 12 units of required media studies; 9 units, required Broadcasting/Journalism/Film courses; CMC electives, 6 units; Social Science, 6 units and 6 units in Thesis.

The graduate studies program was established to provide a comprehensive understanding of communication and media studies as academic disciplines with areas of specialization in broadcasting, journalism, communication research and film in the M.A. level, and communication in the Ph.D. level. It adheres to the principle of communication and media studies as applied science that combines both theory and practice. The program shares the overall aim of graduate study at the University of the Philippines Diliman, which is to develop the skills of critical inquiry and high-level research. (G.S. proposal, 2001)

Office of Extension, Research and Publication (OERP)
The OERP serves as a conduit for all extension activities of the college. It aims to undertake, develop, promote and enhance communication and media education, research, and consultancy to various professional groups and institutions in the Philippines and abroad. It is a certified
training institute of the Civil Service Commission.

Research is one of three functions of the faculty and students with the aim of: "1) Strengthening the three pronged academic programs of teaching, research, and public service (extension services) at national and regional levels; and 2) Assisting decision/policy-making, planning, and implementation of national and regional development programs and projects."

As a public service, the College offers extension services, which include publications, research, consultancy, and short-term training. The program is designed to:
1. Serve the needs of media institutions and practitioners at the community, national and regional levels;
2. Support related disciplines in planning and implementing interdisciplinary development projects; and
3. Assist national and international agencies in planning, programming, and implementing communication activities.

The College offers short-term seminars, workshops, extramural studies, and intensive courses to varying levels of local, Asian, and Third World country audiences, as well as non-degree training programs for various professional individuals or groups.

Facilities
The College library has an extensive, up-to-date collection of books and periodicals, media and related disciplines. The collection is particularly strong in the areas of broadcasting, advertising, telecommunications, desktop publishing, popular culture, gender studies, critical theory, and cultural studies. The College has the biggest Mass Communication library in the country, with a book collection of around 30,000 volumes, nearly a thousand journals, about 5,000 theses and dissertations, and some 10,000 non-print materials. It has a TV studio, a radio station (DZUP), a photo laboratory and three computer laboratories including a 3-D animation laboratory.

The Role of PACE in Communication Education

The Philippine Association of Communication Educators (PACE) Foundation
The Philippines Association of Communication Educators (PACE) Foundation is the first and only nationwide professional association of communication educators organized in 1975 but SEC registered only in 1985 and SEC registered as foundation in 1995. Its Preamble, goals and objectives, as quoted in the PACE brochure, state:
- Conscious of the power of communication and its influence on the perceptions, beliefs and ideas of individuals in society;
- Aware of the role of communication education in forming and training individuals who shall help create the communication environment for a developing Philippine Society;
- Realizing that communication educators have to assume their responsibilities in helping determine the goals and directions of communication in the Philippines today;
- Believing that responsible participation in development calls for an active involvement in issues which affect communication and its environment;
- Convinced that an organized body of communication educators can exercise a critical influence in shaping communication policy and charting the directions
of communication education in the Philippines today;
- We, therefore, form this Philippine Association of Communication Educators Foundation.

Goals and Objectives
- To promote, encourage and support the development of communication education.
- To promote, encourage, and facilitate research studies on communication, particularly communication education.
- To facilitate cooperation among its members in developing materials, techniques, and approaches in the teaching of communication.
- To organize seminars, workshops, and conferences which shall promote the professional growth and development of its members.
- To support practices which shall enhance and promote developmental concerns.
- To organize its members in taking collective action or assuming a collective stand on communication issues.
- To recognize and give awards to individuals or media organizations which have contributed to the development of communication or communication education in the Philippines.
- To assist member institutions develop their human resources, extending to them the foundation’s professional expertise.

PACE’s Declaration of Commitment states that “The aim of communication education is not merely to train a skilled work force for the job market in the communication field; but, just as important, also to educate individuals who will take it upon themselves to assume the responsibility of shaping media, of exercising leadership in the profession, and of articulating the needs and aspirations of the masses”.

PACE has several standing committees and ad hoc committees to take care of its various activities such as, Curriculum Development, Faculty Development and Instructional Materials, among others.

PACE Projects and Activities
Below are some PACE projects and activities since 1995 which were reported by past president Mr. Ramon Tuazon at the 2002 annual conference:

1) Curriculum Development
   Participation in the drafting of the minimum standard curriculum for communication, journalism and broadcasting in 1996. The development of a course syllabus on cultural reporting.

2) Institutional Development
   The production of a Directory of Communication Departments and Schools in the Philippines containing basic information. PACE Regional Cluster Chapters were revitalized.

3) Research and Development
   FA study on the Profile and Training Needs of Communication Educators in the Philippines. Funded study in 1997 by graduate students on “A Survey of Re-
search and Publications among Communication Schools in the Philippines.

4) Teaching – learning Resources Development
The completion of an “Annotated Bibliography of Communication-related Publications in response to an expressed need by PACE members for timely and adequate information on local communication publications.
- A PACE Library Collection
- Unicef donation of 100 copies of the book “The Child with a Fish for a Tivin” (A Reporter’s Guide)

5) Capability Building for faculty members
Drafting of a Comprehensive Continuing Education Program for Communication Educators which includes faculty internship, faculty exchange, regular symposia and possible scholarship for post graduate work Convening of Training workshops on Investigative Journalism for Journalism Teachers held at the Asian Institute of Management in cooperation with the Philippine Center for Investigative Journalism (PCIJ) in 2001. The holding of the PACE and Philippine Information Agency Asean Communication Educators Forum: Retooling for Emerging Cybercommunity in December 1996 and the Organization of the Federation of Asean Communication Educators and Trainers (FACET).

6) Networking and Partnership
PACE serves as Technical Secretariat for the Annual Community Press Awards. Involvement of members in industry awards as judges, such as Metro Bank Search for Outstanding Journalists, the Unicef-PI Child Friendly Newspapers, Journalists Awards, CCP Gawad Awards, Golden Dove Awards and many more. Linkages with professional media and technology organizations and relevant government agencies are being sustained and strengthened and expanded. Among the agencies are Unesco, Unacom, Philippine Press Institute, and the National Commission for Culture and the Arts.

Innovative Approaches to Teaching – Learning

The PUP Experience
Considered a breakthrough in their search for a more democratized education structure, the Polytechnic University of the Philippines (PUP) launched its non-Traditional Studies Program in Mass Communication in the undergraduate and masteral levels for media practitioners to “serve the learning needs of those deprived of formal education” due to various constraints. This program shifted the traditional relationship between teacher and student to one of student and adviser relationship.

As published in the PACE Newsletter Communicate, equivalent experience may be admitted for accreditation for a maximum of 50 points. The student shall earn 50% of the units required to complete the program either by enrolling in the courses or by using the independent study method as prescribed by the University.

Subject preferences include core and major subjects. On the other hand, independent studies are conducted through: use of modules, special assignments given by the teacher; student’s participation in group discussion; a service as practicum coordinator. The candidates for graduation must present a research production project or thesis which is defended before the Non-traditional Studies Committee.
The student’s experience as media practitioner, his published works, his awards and citations, his attendance in seminars as participant or speaker and his officership/membership in media organizations are duly accredited.

PUP is a deputized Center for Accreditation and Equivalency of the Commission on Higher Education (CHED) for the implementation of the Expanded Tertiary Education and Accreditation Program (ETEEHP) and is authorized to accept candidates applying for accreditation, administer appropriate assessment, grant equivalent credits, provide academic supplementation for deficiencies and award appropriate equivalent certificates and degrees. This innovative approach has become quite popular to many working professionals who want to pursue higher formal studies but are prevented from doing so for one reason or another. Many well-known personalities in the print and broadcast media are opting for accreditation (equivalency) for their work and are awarded certificates and degrees.

The University of Asia and the Pacific (UA&P): Institute of Communication (Major in Integrated Marketing Communications)

The Integrated Marketing Communications (IMC) graduate program at the UA&P offers a unique curriculum that combines the fields of marketing, communications (e.g. advertising, public relations, direct marketing, new media), management and research. The program prepares future forward-thinking professionals for a career in a cutting-edge management communications, as they imbibe a holistic and strategic approach to business and brand communications planning that is customer or audience-focused, data and results driven, channels-centered, and research based.

The IMC program at UA&P equips its graduates with the necessary knowledge and skills to effectively face the challenges of the 21st century business and communications environment. Northwestern University defines IMC as the management of all organizational communications that build positive relationships with potential customers and stockholders, including employees, legislators, the media, the financial community and other segments of the public. The general program of the curriculum in communication is a unique academic plan that allows a student to graduate with a master’s degree in 5 years. The student goes through a 3-year liberal education program at the UA&P College of Arts & Sciences. The student then seeks admission into the graduate school. The IMC curriculum is divided into three clusters:

- The first cluster (3rd Year) offers introductory courses in communication (business communication and communication theory) and marketing principles.
- The second cluster (4th year) covers most of the core courses in IMC.
- The IMC courses develop in the students an understanding of market segmentation, media selection, marketing communication channels such as financial management, new media message delivery systems, and IMC campaigns. But what sets this curriculum apart from other marketing communications courses in other universities is the Professional Residency Program taken by the students in the 5th year.

Both hosting companies and student residents have certain expectations from the program. Expectations from hosting companies include among several, hosting the residents for one year and providing the student residents for one year with professional work experience in the field of marketing communications. At the start of the program, the residents must be given
proper orientation on procedures, policies, systems, structures and general workflow of the marketing communications function of the company. The residents will form part of business units within the organization and will be expected to function and perform as full team members. The student residents in turn have to maintain the highest standards of professionalism in carrying out assigned tasks. They are also expected to develop skills and improve their knowledge and grasp of the business and brands one is involved with. All residents are well grounded in the fundamentals of marketing and brand communications planning. They also have a deep understanding and appreciation for the effective use of multiple media channels and evaluating results of marketing communications programs.

In August 1997, IMC received accreditation from the New York-based International Advertising Association (IAA). Making it international the first and only IAA accredited program in the country to secure recognition. With this recognition, the students receive an international diploma upon graduation. The Institute of Communication fully upholds the goal of the University to produce professionals with a strong social conscience and a Christian outlook (Catalogue, UA&P). The immediate past president of PACE, Mr. Ramon Tuazon presented some of the activities which were undertaken in the last seven years at the last PACE annual conference last July, 2002.

One of the projects of PACE was the commissioning of a survey covering 100 respondents, both from Metro Manila and the regions, in 1995 on the training needs analysis of communication educators nationwide. The results of the study were to be used in designing a Comprehensive Continuing Education Program for communication educators.

Some of the results revealed that: the average communication educator is a female, below 35 years old, a masteral degree holder in communication with no more than 10 years of teaching experience on a full time basis; does research and administrative work on top of her teaching load, uses the traditional teaching methods and is computer “semi-literate”; there are more single educators relatively young with 35% below 35 years old; the faculty are highly educated with 63% holders of a master’s degree, 14% have a doctoral degree. This is due to the minimum standard curriculum set by the Commission for Higher Education (CHED) which PACE helped draft a requirement for accreditation. CHED was created by RA No. 772, the “Higher Education Act of 1994” for the purpose of formulating policies and standards for Humanities, Social Sciences and Communication to “keep a pace with the global competitiveness and control class standards.

PACE Action Agenda

Furthermore, teachers still use traditional teaching methods despite the advent of information technologies and audiovisuals which allow more interactive and participatory learning. The faculty feel they need more training in: applications of computer in communication (70%), use of statistics in data analysis (61%), communication research techniques (58%), communication technology (49%), distance education (50%), and research utilization (43%).

(See Table 7)

As a result of the study, an agenda was set for Communication Education which included a continuing education which included a continuing education program for communication educators to focus on in-service training utilizing both traditional approaches (seminar-workshops, internship, scholarships) and non-traditional systems such as distance learning using
self-learning multi-media packs. The programs are not only skills oriented but provide a balance among knowledge, attitudes, values and skills/practices.

In addition to the above, there are efforts for a stronger academe-communication (media) industry linkage to acting media practitioners in curriculum planning and development to narrow the gap between theory and practice. Media practitioners are invited to handle courses and collaborative programs are conducted.

Other projects as enumerated were the development of indigenous learning materials development, a research program to provide common direction to include policy research on current issues such as regulation, media convergence and futuristic studies; and action research where communication strategies and materials are tested and validated. Participatory research is also being recommended.

Finally, there is need to retool communication schools by upgrading and acquiring equipment and communication (media) environment by lobbying for legislation to democratize media access, strengthen public access to information and revitalizing the Asian Communication Education Network (ACENET) which was organized in 1992 to facilitate faculty exchange programs to integrate the presence of an Asian perspective in communication education curricula.

Conclusion
In conclusion, PACE has played a significant role in the development of communication education in the Philippines as shown in its projects, activities and involvements since its organization in the mid 70s.

Challenges and opportunities which have to be addressed include a review of the CHED Curricular for all Communication schools in Journalism, broadcasting and communication due to the emergence of a new media landscape and alternative learning delivery systems; the implementation of a Comprehensive Continuing Education Program for faculty, strengthening PACE Regional Cluster Chapters, PACE awards in recognition of outstanding faculty in communication, and advocacy on global and national communication media issues by lobbying for much needed policies and reforms. There is a lot more to be done and PACE continues to meet the opportunities and challenges in communication education with the commitment expected of the organization as embodied in its constitution.

ANNEX 1

Table 1. Geographical Distribution of Communication Programs/Schools 1996 (1995-96)

<table>
<thead>
<tr>
<th>Geographical Area</th>
<th>No. of Programs/Schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro Manila</td>
<td>40 (19)</td>
<td>51.95 (45.24)</td>
</tr>
<tr>
<td>Luzon</td>
<td>21 (7)</td>
<td>27.27 (16.67)</td>
</tr>
<tr>
<td>Visayas</td>
<td>12 (12)</td>
<td>15.58 (28.57)</td>
</tr>
<tr>
<td>Mindanao</td>
<td>4 (4)</td>
<td>5.19 (9.52)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>77 (42)</td>
<td>100.00 (100)</td>
</tr>
</tbody>
</table>

Table 2. Number of Students per Undergraduate Degree Offered (SY 1992-93)

<table>
<thead>
<tr>
<th>Degree</th>
<th>No. of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS/AB Mass Communication</td>
<td>3,774</td>
<td>37.63</td>
</tr>
</tbody>
</table>
The Status of Communication/Media Education in the Philippines

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Broadcast Communication</td>
<td>1,603</td>
<td>15.98</td>
</tr>
<tr>
<td>Diplomate in Broadcast Communication</td>
<td>1,440</td>
<td>14.36</td>
</tr>
<tr>
<td>BS in Business Journalism</td>
<td>1,088</td>
<td>10.58</td>
</tr>
<tr>
<td>Diplomate in Business Journalism</td>
<td>889</td>
<td>8.86</td>
</tr>
<tr>
<td>BS Development Communication</td>
<td>773</td>
<td>7.71</td>
</tr>
<tr>
<td>BS/AB Journalism</td>
<td>231</td>
<td>2.30</td>
</tr>
<tr>
<td>AB Public Relation</td>
<td>124</td>
<td>1.24</td>
</tr>
<tr>
<td>Assoc. in Mass Communication</td>
<td>106</td>
<td>1.06</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>10,028</td>
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Table 3. Educational Attainment

<table>
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<tr>
<th>Base: All Respondents 100</th>
<th>Total 100</th>
<th>Areas</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Metro Manila 77</td>
<td>Province 23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>14</td>
<td>14</td>
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<tr>
<td>Candidate for Doctoral Degree</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>63</td>
<td>63</td>
<td>54</td>
<td>70</td>
</tr>
<tr>
<td>Candidate for Master’s Degree</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>16</td>
<td>16</td>
<td>9</td>
<td>11</td>
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<tr>
<td>Not reported</td>
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Table 4. Total Years of Teaching Experience

<table>
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<th>Base: All Respondents 100</th>
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<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Metro Manila 77</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
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<tr>
<td>1 to 4</td>
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<td>14</td>
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<td>5 to 9</td>
<td>27</td>
<td>27</td>
<td>24</td>
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<td>10 to 14</td>
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<td>15 to 19</td>
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<td>20 to 24</td>
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<td>6</td>
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<td>25 to 29</td>
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<td>30 to 34</td>
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<tr>
<td>35 to 39</td>
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<td>40 to 44</td>
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<tr>
<td>Not Reported</td>
<td>6</td>
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Table 5. Teaching Methodologies Used

<table>
<thead>
<tr>
<th>Base: All Respondents 100</th>
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<td>Metro Manila 77</td>
<td>Province 23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>Discussion/Recitation</td>
<td>100</td>
<td>100</td>
<td>77</td>
<td>100</td>
</tr>
<tr>
<td>Lecture/Symposia</td>
<td>96</td>
<td>96</td>
<td>73</td>
<td>95</td>
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<tr>
<td>Individual/Class Projects</td>
<td>93</td>
<td>93</td>
<td>70</td>
<td>91</td>
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<tr>
<td>Oral Reporting</td>
<td>87</td>
<td>87</td>
<td>68</td>
<td>88</td>
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<tr>
<td>Group Projects</td>
<td>71</td>
<td>71</td>
<td>64</td>
<td>83</td>
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<tr>
<td>Demonstrations</td>
<td>69</td>
<td>69</td>
<td>53</td>
<td>69</td>
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<tr>
<td>Field Trip/Visit to companies</td>
<td>57</td>
<td>57</td>
<td>51</td>
<td>66</td>
</tr>
<tr>
<td>Use of resource persons</td>
<td>50</td>
<td>50</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>Case Study</td>
<td>58</td>
<td>58</td>
<td>46</td>
<td>60</td>
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<tr>
<td>Writing Project</td>
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<tr>
<td>Role Playing</td>
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<td>0</td>
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<td>Visit to Radio and TV Stations</td>
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<tr>
<td>Internship</td>
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<td>1</td>
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<tr>
<td>Multi-media/Production</td>
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<td>12</td>
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<td>Interactive Computer</td>
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<td>0</td>
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<td>Electronic Conferencing Discussion</td>
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Table 6. Training Needs

<table>
<thead>
<tr>
<th>Base: All Respondents100</th>
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<tbody>
<tr>
<td></td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>Application of Computer in Communication</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Use of Statistics in Data Analysis</td>
<td>61</td>
<td>61</td>
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<tr>
<td>Communication Research Techniques</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Distance Education</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Communication Technology</td>
<td>49</td>
<td>49</td>
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<tr>
<td>Research Utilization</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Trends in Advertising</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Trends in Public Relations</td>
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<td>39</td>
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<tr>
<td>Audio-visual Education</td>
<td>39</td>
<td>39</td>
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<tr>
<td>Communication Management</td>
<td>37</td>
<td>37</td>
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<tr>
<td>Communication Models and Theories</td>
<td>38</td>
<td>38</td>
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<tr>
<td>Applied Communication Research</td>
<td>37</td>
<td>37</td>
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<tr>
<td>Communication Trends</td>
<td>36</td>
<td>36</td>
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<tr>
<td>Community Communication</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Journalism Trends</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Broadcasting Trends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other*</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

*include one each for strategic communication, speech communication, film making, module development, and film theory

Table 7. School Facilities and Equipment

<table>
<thead>
<tr>
<th>Base: All Respondents100</th>
<th>Total 100</th>
<th>Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>FACILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air-conditioned Auditorium for Seminars/Symposia</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Speech Laboratory</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Recording Studio for Radio</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Non Air-cond. Auditorium for Seminars/Symposia</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Research Laboratory</td>
<td>22</td>
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<tr>
<td>Video Library</td>
<td>2</td>
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<tr>
<td>EQUIPMENT</td>
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<td>VHS/Beta</td>
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<td>97</td>
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<tr>
<td>Colored TV</td>
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<td>86</td>
</tr>
<tr>
<td>Cassette/Tape Recorder</td>
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</tr>
<tr>
<td>Slide Projector</td>
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<td>Overhead Projector</td>
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<td>80</td>
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<tr>
<td>Video Camera</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Computer for Word Processing</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>Radio Set</td>
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<td>78</td>
</tr>
<tr>
<td>Regular Camera</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Computer for Video Graphics</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Opaque Projectors</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Editing Machine</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Offset Publishing Press</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Bulletin Board System (BBS)</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Tables were all taken from Ramon Tuazon’s paper on Communication Education in the Philippines: Coping with IT, 1996.
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Papers


Periodicals


Unpublished Materials, Papers, Brochures


UP CMC Brochures on College of Mass Communication, Journalism Program, Broadcast Communication, Communication Research, Film and Audio-Visual Communication, 2002
Brochures of the University of Asia and the Pacific, Master of Arts in Communication
Major in Integrated Marketing Communications.

Elizabeth L. Diaz is a professor and researcher in the Department of Mass Communication, University of
Philippines. She is former President of the Philippine Association of Communication Educators (PACE) where
she established linkages with various groups and organisations of related fields in order to broaden the
knowledge, scope and outlook of communication educators.
Communication Education and Research in Singapore: Past, Present and Future
Eddie C.Y. Kuo and Lee Chun Wah

Abstract
This paper focuses on the state of communication education and research in Singapore from the mid-1970s to the present. It surveys the shift in emphasis from the British tradition of year-end exams to the North American model of a credit system of study. In addition, a brief overview is given on the three categories of formal educational programmes in the field. At the polytechnic level, the goal is to train students for entry-level technical positions in media-related jobs. As for the distance learning side, there are a variety of courses currently being offered by private-sector organizations that capitalize on the growing public demand for such training. At the university level, however, the aim is to produce graduates who have the skills and knowledge needed to assume managerial and leadership positions in the industry. The authors also discuss the nature of the accreditation criteria of the university's courses, the role of the advisory committee in reviewing the school's curriculum, the courses offered at the postgraduate level, the state of research in the last two decades, and the key trends and implications facing the media and communication fields.

Education has always received strong support from the Singapore government. In the FY2001/02 budget, the government allocated $5.95 billion (20.5% of the national budget) to education (Hu, 2001), maintaining that education will continue to be a key pillar of national development. As Singapore is a small island-nation with a population of about 4 million and little natural resources, the constant emphasis from the political leadership is to promote the country’s educational standards, quality of living, technological infrastructure, and economic well-being, among others (Balachandrer, 1996).

The focus of this paper is to review one of the expanding disciplines in Singapore—communication studies. This is a relatively new field of study in Singapore’s tertiary education system. Much like many other nations at a similar stage of development, Singapore is now venturing into the information age with heavy emphasis on building a knowledge-driven economy (Low & Kuo, 1999). It is therefore timely to analyze the state of communication education and research in Singapore from the mid-1970s to the present. This will situate the current analysis in perspective and henceforth open up new directions.
Historically, the educational structure in Singapore, as a former British colony, has been largely British-oriented. As a contrast to the North American system that stresses liberal and broad-based education, the Singapore-brand of the British-based educational system emphasizes early academic specialization. At the end of Secondary Four (typically at the age of 16), students are required to take the Cambridge GCE Ordinary ("O") Level Examinations. Depending on the exam results and personal preferences, some "O" level school leavers join polytechnics for a profession-based three-year diploma course. Many continue to enter junior colleges¹ and take the Cambridge GCE Advanced ("A") Level Examinations at the end of their two-year study. At junior colleges, students choose to enter science, arts, or commerce "streams". After finishing "A" level examinations, those who decide to pursue further study are qualified to apply to local universities. The admission is mostly based on academic results and students are admitted to specialized fields.

The strength and advantage of such a system lie in that, by the time a student finishes polytechnic or university study, he/she would be well trained in a specialized field and ready for entry-level employment. Singapore has enjoyed impressive economic growth with full employment since the 1960s (except for a few "hiccup" years). There have been pressing needs for fresh graduates and diploma holders to join the growing labor force. Meanwhile, following a British-style civil service, the reward system (remuneration and promotion) has also been strongly based on academic ("O" and "A" level) grades.

As a result of the policy of early specialization, accompanied by the emphasis given to academic results, the tertiary education system in Singapore has been criticized for its narrow perspective and the lack of a broad-based foundation. Generally, students have relatively limited exposure to the humanities and liberal arts, even among university students in the arts and social sciences faculty.

In recent years since the mid-1990s, serious reviews of the educational system in Singapore at all levels have been conducted. It is not the purpose of this paper to dwell into the details of such educational reforms that are taking place or are in the pipeline. It is noted, however, that some of these changes are rather drastic given the generally conservative nature of the educational authority. Overall, there is a clear trend that the whole system is moving closer to the North American model.

**Communication Education: An Overview**

The development of communication education at the tertiary level in Singapore had been largely insignificant until the 1990s. A few courses related to mass communication were offered at both the University of Singapore (Sociology Department) and the former Nanyang University (Department of Politics and Public Administration) in the early 1970s. A formal mass communication program was offered under the Department of Politics and Public Administration at Nanyang University in 1975. However, the program only lasted five years with about 100 students graduating from it. The program was subsequently closed after NU merged with the University of Singapore to become the National University of Singapore (NUS) in 1980 (Kuo, 1991)². This ended the brief experience of a formal or systematic communication degree curriculum with hardly any noticeable impact on subsequent developments in the field.³

By the late 1980s, largely due to demands and pressures from the public and the media industry, the first fully-designated program in communication education in the form of a
polytechnic diploma was launched at Ngee Ann Polytechnic in 1989 (Hukill, 1994). As the first and then only program of this nature, it was highly popular during its initial years, attracting some good "A" level students (who were generally considered "overqualified" for a polytechnic diploma course) to the program. This three-year course has a technical and practical focus and is aimed at providing entry-level workers for the growing media industry in Singapore (See Appendix 1).

Soon after the launch of the mass communication course at Ngee Ann Polytechnic, NUS began its planning for a new Mass Communication Department within its Faculty of Arts and Social Sciences. The Department was formally established in 1990 and its first intake began in 1991, attracting 100 top students from among the Arts and Social Sciences cohort. Though highly popular, the new Department, the first of its kind at the university level in Singapore proved to have only a short life.

Also in 1991, the newly established Nanyang Technological University (NTU) appointed a steering Committee to plan for a new course on communication studies. For a while, it appeared that these two universities in Singapore would both establish a communication program and compete with one another. Yet, in June 1992, quite unexpectedly the two universities made a joint statement that the mass communication course in NUS would be "transferred" to NTU from the academic year 1992/93. Two factors were mentioned to justify the transfer: the need to avoid duplication of resources, and the emphasis on professional orientation that was believed to be more suitable for NTU (Sinclair, 1994). The School of Communication Studies (SCS) at NTU was thus formally established in 1992, while the Mass Communication Program at NUS continued to operate at the NUS campus until the two batches of students from that program completed their honors course in 1996. The School subsequently changed its name to the School of Communication and Information (SCI) in 2002 with the inclusion of the Division of Information Studies the previous year.

Today, the communication studies course in NTU is in high demand. Judging by the admission entry points, NTU's communication studies undergraduates are among the best academically qualified. Currently, its master's (M.Mass Comm. degree) course enjoys an acceptance rate of only 25 percent, while the undergraduate program has a less than 15 percent acceptance rate (Ang, 1998).

Current Journalism & Mass Communication Programs
The academic market of journalism and mass communication is thriving in Singapore (See Appendix 1). There are essentially three categories of formal programs available: university level, polytechnic level and the external or distance learning level. At the university level, NTU is the only local tertiary institution offering both undergraduate and graduate degree programs. The NTU School admitted its first batch of 96 undergraduates in 1993. Students were required to complete a four-year Honours degree course comprising 123 (subsequently increased to 125) academic units of coursework. The School later revamped the curriculum in July 2001 by introducing more subjects and hence students are now required to complete a total of 137 academic units. It also offers a Ph.D. course and two master's courses in communication: the Master of Communication Studies (by research) and the Master of Mass Communication (by coursework). In addition, from 2001, two master's courses are offered as a result of the merger of the Division of Information Studies with the School: the Master of Science in Information Studies in 2001 as well as the Master of Science in Knowledge Management in 2002.
At the polytechnic level, due to increasing demands from the field, three polytechnics are already offering courses catering to different areas of specialization in communication. The full-time diploma courses that currently conducted are: Diploma in Film, Sound & Video and Diploma in Mass Communication at Ngee Ann Polytechnic; Diploma in Digital Media Design at Nanyang Polytechnic; and Diploma in Visual Communication and Diploma in Interactive Media Design at Temasek Polytechnic.

It is important to point out that the above polytechnic programs are geared towards producing technical personnel for entry-level jobs that require at least a base level of expertise in the various functions of media organizations. For instance, in Ngee Ann's diploma in mass communication, students are trained in a broad spectrum of areas such as radio/television production, interactive multimedia applications, news writing, graphic communication, among others (www.np.edu.sg/~dept-fms). Its diploma in film, sound and video similarly covers subjects in location production, studio production, computer graphics, post-production, screenwriting, scriptwriting, as well as art and animation. Students graduating from this course can seek careers in Singapore's small but growing film production industry. These programs, however, do not cover subjects outside of the major field. Thus, the Western notion of a broad-based liberal arts curriculum does not fit in with the polytechnic programs. Students are trained in their area of specialization, and as a result, the focus tends to be narrow.

In view of Singapore's current employment market, polytechnic graduates do help to fulfill the growing demand for technical media personnel. Many are employed as production assistants, web-writers, post-production workers, animation technicians, and Internet designers, among others. However, given the importance of paper qualification in Singapore, many of these diploma holders want to pursue a formal university degree after having accumulated a few years of working experience. One option open to them is to spend a short time abroad to obtain a “top-up” degree. Such a degree course typically only requires students to spend two upper division years at certain foreign universities before completing the formal curriculum (Hukill, 1994).

Such a constant paper chase also pushes many private educational centers to link up with foreign universities to offer degree courses in mass communication, media studies, marketing communications, business administration, as well as multimedia applications management, at the external or distance learning level.

There are numerous programs offered by private organizations in association with foreign tertiary institutions operating on an “off-shore” basis. They are usually administered through local intermediaries that manage the courses for foreign universities. Such degree courses are springing up continuously in the private sector, each claiming to be offering quality education. It would seem to be a futile exercise to try to keep track of these degree courses. However, by and large, there are three popular private sector establishments that manage these programs. They are the Singapore Institute of Management (SIM), the Management Development Institute of Singapore (MDIS), and Informatics Holdings. All of them are professional bodies dedicated to enhancing business and managerial effectiveness through hosting executive seminars, short courses, and part-time off-shore degree programs.

At SIM, students may register to read the BA in mass communication that is awarded by the Royal Melbourne Institute of Technology (RMIT). Many polytechnic graduates who already
have their diplomas in either mass communication or business studies take up this degree course to complement their training and earn a degree qualification. This part-time degree course consists of 10 modules that can be completed in two years. Some of the modules are audience studies, consumer behavior, news studies, film and television studies, intercultural communication and communication management, among others (www.sim.edu.sg).

MDIS manages two degree programs that are in the communication field—a bachelor’s degree in marketing and media management awarded by Edith Cowan University and a BA degree in mass communication awarded by Oklahoma City University (OCU) (www.mdis.edu.sg). These two courses require students to spend some time on campus at the host institution to fulfill residency requirement for one semester or several weeks. This is to facilitate professional placement at Edith Cowan and some hands-on production experience in the television studio at OCU. The Edith Cowan program has modules covering marketing research, media and advertising, marketing management, and some basic business subjects. The degree course by OCU offers modules such as news gathering and writing, television scripting, integrated campaign development, and public relations campaign management.

Students can also work for a basic degree at the University of Southern Queensland (USQ) through the coordination of Informatics Holdings. Under the USQ course, students may complete a major in communication studies, journalism or public relations (www.informatics.edu.sg). They are required to take subjects such as television texts and institutions, media and society, publication layout and design, broadcast reporting, public relations techniques, issues management, among others.

Notably, these foreign-based degree courses typically do not have any full-time academic staff or any extensive technical facilities in Singapore. It would be too costly for these “off-shore” courses to hire full-time qualified lecturers or tutors and to set up video and audio production suites, multimedia facilities, and other necessary editing laboratories in these Singapore-managed premises. There is no regulating government or non-government body that oversees the academic standards and accreditation requirements of these “off-shore” degree courses. Their credentials therefore rest with the university that confers such degrees, and the “values” of such degrees are assessed variably by the public and potential employers.

Besides these private organizations managing degree courses for foreign universities, there are two fairly well received institutes that have been offering certificate and diploma courses to the public: the Institute of Advertising of Singapore (IAS) and the Institute of Public Relations of Singapore (IPRS). These are non-profit associations whose main objectives are to contribute to the growth and professionalism of their respective fields by providing educational and consultancy services to the industry (See Appendices 1 and 2). The IAS offers numerous short-term courses. The popular ones are graduate diploma in marketing communications, diploma in visual communications, and certificate in film and video production (www.ias.edu.sg). The IPRS, on the other hand, offers a certificate course in public relations and a diploma in public relations management. These two programs will be renamed to include a mass communication component in the new curriculum. The Institute has also entered an agreement with Charles Sturt University (CSU) to conduct a distance learning undergraduate degree course in communication with emphases on public relations and organizational communication (www.iprs.org.sg).
The courses conducted by IAS and IPRS are targeted at working professionals who are interested in upgrading their own educational standards. These students are usually non-degree holders. Upon earning their certificates and diplomas, many proceed to read a formal degree course at an off-shore foreign university managed by one of the private institutes.

**Communication Studies at NTU: Undergraduate Course**

As mentioned before, a comprehensive and full-fledged communication program at the university level is only offered at NTU. The history of the School of Communication and Information at NTU is short. Officially established only in 1992, it enrolled its first batch of 96 undergraduates a year later. The School was originally made up of four divisions: Journalism and Publishing, Electronic and Broadcast Media, Public and Promotional Communication, and Communication Research. A fifth division—Information Studies—was formally merged with the School from September 2001 to provide graduate training in information technology and knowledge management. Students therefore receive education and training in print, audio, radio, video, television, photojournalism, advertising, public relations, research, and multimedia production technology.

One strong feature of the course is that undergraduates are required to undergo a broad-based curriculum designed to provide a balanced combination of communication theory and practical training. In the first two years, students are required to read core communication subjects in addition to a variety of related subjects such as economics, psychology, sociology, ASEAN politics, modern world, and Singapore society. In the third and final years, students advance into the specialized communication subjects conducted by each of the four divisions. Currently, students who enrolled in the School before 2001 had to complete at least 125 academic units of study in order to graduate. Due to a revamped “new” curriculum that was launched in July 2001, all students henceforth are required to complete 137 academic units for graduation. They also have the option of taking up a Minor field offered by the National Institute of Education at NTU.

The School also emphasizes practical assignments and industrial attachments to complement its academic coursework. Students are recruited to run the campus newspaper *The Nanyang Chronicle*, and its digital version *The Digital Chronicle*. Students in the electronic and broadcast media division are involved in the operation and management of an Internet radio station and a campus-wide television channel. Students also regularly provide some audio programs to a local arts radio station. In their third year, students are assigned to complete an extensive 24-week professional internship with communication and media-related organizations in Singapore or the region. In addition, they must produce a final year project (which is equivalent to an honors thesis) through which they demonstrate their creativity and/or research skills, as well as the depth of their theoretical understanding of communication issues. Many also participate in the university-wide exchange program to study for one semester abroad at one of several NTU partner universities in North America, Europe and Asia. The School, in turn, also hosts exchange students from these overseas partners.

In Singapore, there is no formal accreditation system of academic programs in tertiary institutions. Following the British tradition, the two major universities rely on external examiners to ensure that the academic standing of their respective degree programs is of the standard expected of Commonwealth universities. Leading scholars with international reputation in the various fields of specialization are appointed by the university to conduct regular reviews by assessing the syllabi, examination scripts, student papers and projects. At the end of the
two-year term, the external examiner submits a final report directly to the president of the university on his/her assessment, observations and recommendations of the program. In place of a formal accreditation system that is common in the North American model, the external examiner’s assessment serves as a form of external academic audit to ensure the program under review is of an internationally credible standard.  

While the system of external examiner provides a form of academic audit, another feature of “quality-control” of the University’s programs is the establishment of the advisory committee under each program. For the NTU School of Communication and Information, the advisory committee consists of leading professionals from the media industry and organizations. The committee provides feedback to the School on the effectiveness in the education and training of its students and suggests the introduction of new courses. It helps to identify changing trends in the needs of communication and media practitioners and to advise on how best to respond to the latest developments in the media industry. To complement the role of the external examiner, the advisory committee plays a crucial role in connecting academia with industry. After nine years since it took in its first class of undergraduates and after having produced five batches of graduates, the School felt it was necessary to revamp its original curriculum to keep pace with changes in technological and media education. Thus, from July 2001, it launched a revised or “new” curriculum. Some of the main features of the new curriculum are:

- To inject more foundation courses into the program, including subjects such as philosophy of science, creative processes and critical thinking, international relations, and issues on science, technology and society. This is to further broaden the liberal arts and humanities background of the students, in addition to several courses available in the old curriculum (e.g., economics, sociology, political science, modern world, Singapore society, and Southeast Asian politics and economy).
- To encourage students to take up an optional “Minor” in one of four areas—namely, Drama and Performance, English Language, History, and Literature in English. These areas are to be offered by the National Institute of Education at NTU. In addition, students may take up a minor in Chinese at NTU’s Centre for Chinese Language and Culture. All these minor fields will not only broaden the knowledge base of the students, but also better prepare them for jobs in the communication industry, either as journalists, video/audio producers, corporate communication specialists, or research and policy analysts.
- To incorporate IT-related materials and the necessary interactive components into the new curriculum. This may involve either designing new courses or re-formulating existing ones to keep up with the ever-changing technological challenges. More on-line teaching is expected, in line with the overall globalization and digitalization trends.

In order to add more intellectual value into the new curriculum, it is necessary to increase the total AUs (academic units, equivalent to credits in the North American system) from the original 125 to 137. This therefore positions the NTU program one of the most demanding in course load in comparison with others in North America and Asia. Additional laboratory and studio equipment is also needed to support IT-related teaching.

Communication Studies at NTU: Graduate Course
At the graduate level, the School is currently offering six academic programs: (1) Ph.D. in
Communication Studies (by research), (2) Master of Communication Studies (by research), (3) Master of Mass Communication (by coursework), (4) the Postgraduate Diploma in Mass Communication (by coursework), (5) Master of Science in Information Studies (by coursework), and (6) Master of Science in Knowledge Management.

The two programs by research follow the British tradition and are designed for students who are well prepared for independent research in their undergraduate or Master’s levels. There are no specific course requirements. (However, candidates are required to take up some “enrichment courses” and some are even required to complete a few graduate-level subjects to strengthen their research work). Typically, those admitted to these two programs have demonstrated adequate research experience after finishing their Honors thesis (required in British-oriented programs) or a research work leading to a Master’s degree. Such research degrees at NTU are meant for those who intend to pursue an academic or research-oriented career such as teaching and research in a tertiary institution or research organization. These students are provided with full scholarships to finish their research under the supervision of a faculty member and to complete a thesis/dissertation. The finished thesis goes through a rigorous examination process, involving both external and internal examiners before the degree is awarded.

The master’s degree by coursework, on the other hand, is aimed at preparing young media professionals who are already working in the industry for future leadership positions in management, planning and policy. The Master of Mass Communication (MMC) course was launched in 1996 and has been highly popular since the beginning. It takes in a class of 30-40 students each year. Most of the students are pursuing the course part-time. They are required to complete eight subjects and finish a thesis or professional project. This degree course has thus far received favorable responses from students and the industry. Although the commercial market in Singapore is flooded with numerous graduate courses, the NTU-MMC course is able to command a premium as it is taught by full-time scholars and visiting professors who are grounded in theory and industry practice.

More importantly, the strongest feature of NTU’s MMC course is perhaps its international approach, balancing between Asian (and Southeast Asian) and Western perspectives. Most of the syllabi of various courses include some readings on Asian and Southeast Asian cases or from such sources. These could be on media regulation and policy, media and marketing, information technology planning, public communication campaigns, or and the impact of the Internet, thus providing an understanding of such issues within the Asian and Southeast Asian context.

The MMC program has begun to attract applications from the region. A number of scholarships are available for applicants from the region. Currently, about five to seven full-time international students are admitted to the course every year. There are indications that the number of such students may continue to rise in future. As NTU has reached student exchange agreements with more overseas universities, there will be more graduate students from established overseas programs joining the MMC course on a semester basis. This will make the course even more international and cosmopolitan, with students from various cultural and professional backgrounds to come and share their experiences.

As for the Postgraduate Diploma in Mass Communication, it is a part-time program designed for information officers, public affairs personnel, and corporate communication managers in
the public sector. This course has been designed specifically for recommended candidates from the Ministry of Information and the Arts and the Institute of Public Relations of Singapore (IPRS). They are admitted based on the same set of criteria as those of the MMC course, and attend the same classes and complete the same requirements as the latter. Students in this part-time course are required to complete five subjects within a period of 12-18 months.

In addition, the aim of the Master of Science in Information Studies is to produce a new breed of information services and systems professionals who are able to develop and deliver value-added information products and services in a digital landscape. Students are required to complete core courses, prescribed electives, as well as a project. The degree course is in high demand as students are attracted to its two main areas of concentration: library and information services, and information management and systems. Typically, about 100 students are admitted into the course every year out of a pool of more than 700 applicants. This degree course is thus a strong driver in the Singapore’s move towards a high value-creative technological society.

Finally, the Master of Science in Knowledge Management provides in-depth education and training for professionals who are working in information intensive environment. It is jointly conducted by the School and the Civil Service College of the Prime Minister’s Office. The programme requires students to complete five core courses and four electives. They are also required to submit a project. Even though this course is young, it has since registered high public interest and a large application pool of over 230 candidates. In its first intake, only 45 students were accepted.

**Communication Research: An Overview**

The state of communication research in Singapore can be roughly divided into two eras: before 1992—the period of under-development, and after 1992—the foundation setting stage. Some communication research was conducted by the Sociology Department at the former University of Singapore in the 1970s. Also, in 1971, a regional mass communication organization was established and based in Singapore—the Asian Mass Communication Research and Information Centre (AMIC). Its role was to facilitate projects and manage seminars on various aspects of communication. However, there was still a serious lack of a full institutional base to support the work of those interested in communication. According to Kuo (1991), what was missing at that time was a systematic and comprehensive research agenda or culture on mass communication, and a core group of researchers supported by students to conduct research as a coherent team.

During the “under-developed” period, some research works were initiated, concentrating in a few areas. One topic that received attention and support was communication policy and planning (Cheong, 1984/85; Kuo, 1977, 1983; Kuo, 1984a; Kuo, 1984b; Lim, 1985). The emphasis on applied and policy-oriented communication reflected the social context of that time where social engineering and state dominance were pivotal. In fact, the first national survey on communication systems and media behavior was conducted by sociologists from the University of Singapore and sponsored by AMIC (Chen & Kuo, 1978).

A somewhat related topic, the role of mass media in social campaigns in Singapore, was also highly popular. This line of research was based on the development communication tradition. They included works on family planning campaigns (Loh, 1973, 1974), on language campaigns (Kuo, 1984a, 1984b), as well as overviews of campaigns in the Singaporean socio-cultural landscape (Nair, 1982).
From the 1980s, researchers began to analyze issues related to the concept of information society and new information technologies (IT). This was due to the fact that IT was then beginning to be identified and promoted as a prime mover of Singapore's economy. Research emphasis was on the social and economic impact of new IT, such as computers, satellite communications, videotext, and cable television (Kuo & H. Chen, 1987; Kuo, 1990; Mohan, 1984; Wei, 1990). Finally, a cluster of works was also done on communication-related laws (Mohan, 1984), privacy (Chin, 1990), copyright (Owi, 1986; Tan, 1984), and press laws (Abdul, 1985).

As can be seen from the above works, while they were relevant to the field of communication, such research was mostly detached from mainstream communication traditions and models, with no serious empirical contributions to theory building or concept testing. Moreover, there was virtually a lack of a main coordinating agent or institutional support to communication research. Most research projects were carried out by researchers from divergent fields such as sociology, political science, public health, law, and business studies. In this sense, communication research in Singapore remained under-developed (some would say "un-developed") until 1992, lagging behind that in other major Asian countries for at least 20 years. During this stage of under-development, however, some limited resources were gathered to prepare for the setting up of the first and only major communication school in the early 1990s, when the conditions were ripe.

The establishment of the School of Communication Studies in 1992, and its subsequent new name in 2002, set the foundation for the emergence of a core group of communication researchers and a new research culture in the communication field in Singapore. With this full institutional identity and support, it was then feasible to conduct research that would put NTU and Singapore on the world map of communication research. In fact, by 2000, research work by NTU researchers has already appeared in international academic journals, such as *Journalism and Mass Communication Quarterly*, *International Journal of Advertising*, *International Journal of Public Opinion Research*, *Journal of Communication*, *Journal of Health Communication*, *Journal of Public Relations Research*, *Media Psychology*, *Gazette*, *Telecommunications Policy*, among others. They have also begun presenting their scholarly papers regularly at major international conferences such as ICA, AEJMC, IAMCR, NCA, AAA, and PTC.

During this foundation setting stage, researchers from Singapore began to test Western-based theoretical models in an Asian setting, in particular, concepts such as agenda-setting hypothesis (Holaday & Kuo, 1993; Kuo, Holaday, & Peck, 1993; Kuo et al., 1996), development communication (Ang & Shikha, 2000), public opinion and formation (Ang & Gunther, 1996) among others. Of special relevance and importance to Singapore is research on cross-cultural communication issues in advertising (Frith, 1997; Lee, 1998; Martin & Sengupta, 1998). In fact, researchers are now showing interest in selected areas in health communication (Chay-Nemeth, 1998) and film and social change (Hao & Chen, 2000).

The NTU School has identified its main research focus as "Asian Media Communication". In particular, special emphasis is placed on the development and impact of new communication technologies, and communication within a multiracial, multilingual, and multi-religious context. Within the broadly defined communication field, the following are the research areas that academic staff are venturing: Asian films and analysis, advertising and
public relations, cultural policy and national integration, development communication, IT and technology, information management, interpersonal and small group communication, media law and ethics, organizational communication, media effects, public opinion, telecommunications planning and policy, and other related areas.

At this juncture, it is necessary to highlight an important institution that has contributed immensely to the field of mass communication and research in Singapore and the region. As mentioned before, the Asian Media Information and Communication Centre (AMIC), a non-profit regional organization, was established in 1971 in Singapore with funding from the Singapore Government and Friedrich-Ebert-Stiftung, an independent German foundation. As a documentation center, AMIC seeks to promote the dissemination of information pertaining to mass communication. It also provides research, training and consultancy to communication professionals and researchers in Asia. It organizes conferences and seminars and publishes journals, books, monographs, bibliographies, and newsletters in the field (www.amic.org.sg).

In 1996, AMIC entered an agreement with the NTU School and re-located itself in the newly completed School building. The two institutions have since been sharing their library resources and collaborating in research, publications and various conferences and workshops. The NTU School and AMIC jointly publish the Asian Journal of Communication since 1991. The journal, the only one of its kind that focuses on Asian communication research, has commanded a respectable presence in the field. Another AMIC publication of 30-years of history, Media Asia, also became a joint publication of the two institutions from 2000. The two institutions also jointly co-edited the Asian Communication Handbook that serves a guide to understanding the diverse media systems of some eighteen countries in Asia. Similarly, several books and monographs on Asian communication, mass media laws and regulations in ASEAN, have also been published under the two banners of AMIC and NTU. The two also co-organized the IAMCR 2000 Conference in Singapore in July 2000, hosting some 350 participants from all parts of the world. It is quite clear there is a strong synergy between the two and a win-win formula has been developed that will benefit not only the two institutions but also the Asian communication field in general.

Communication Education and Research: An Assessment

Communication education and research in Singapore has a relatively short history. This was in part a legacy of the British tradition in communication and journalism education, whereby the field is considered more of a "trade" than an academic discipline. Yet, rapid developments in the information and communication sector in the past few decades, both in technology and in services, have made it eminently clear that there is a need to train information and communication professionals through a comprehensive curriculum so that they will be able to create more value for Singapore's growing economy. The development in communication education and research in the past decade has been gradual but impressive. With this new awareness, the broad field of information and communication (journalism and broadcasting being integral parts here) has since been given strong support from the government, the media industry, and the public in general.

As a result, communication programs in Singapore at both the polytechnic and university levels enjoy abundant funding from the government in setting up state-of-the-art equipment and facilities. The School at NTU was granted an initial fund of S$24 million for its custom-designed new building and basic facilities (including two video studios). Since 1996, with the opening of the new building, an additional budget of about S$1 million has been granted
annually to set up new laboratories or to upgrade its various technical facilities. As a new field, communication studies (at both polytechnic and university levels) also attract very good students. The NTU program admits only the top 10-15% of GCE “A” level graduates who apply to the two universities. The admission “cut-off” point matches those of the traditionally popular courses such as law and accountancy. Success breeds success, and it is not surprising that the graduates of the School have been performing well either as professionals in media organizations or as graduate students overseas.

There is a strong potential that the communication course in Singapore will be able to play a regional role in communication education. The NTU School can provide degree courses at both the undergraduate and graduate levels. Moreover, given the needs from the industry and the increased demand for continuous upgrading in skills and knowledge, it can also provide short-term courses and workshops for practicing professionals from Singapore and the region. The geographical location of Singapore, its multicultural environment, and the use of English as the medium of instruction are definite advantages for Singapore to capitalize on and to play a crucial regional role. At the same time, researchers should take advantage of the country’s multilingual social makeup and work on intercultural issues and explore their socio-cultural impact.

Yet, the ambitious vision and plans of fostering a strong communication education program in Singapore do face some constraints. Because of the relatively short history in communication education (and collaterally communication research), the programs in Singapore face some difficulties in recruiting qualified academic staff to their faculty. A strong local (or localized) teaching and research core group is yet to be cultivated. Moreover, these small numbers of local communication lecturers and researchers tend to be relatively young and inexperienced. As a result, both the polytechnic and university communication programs have to rely on a significant number of expatriates, who typically will stay in Singapore for three to six years on contract basis. (However, equally significant is that a number of these expatriates have since converted to become permanent residents and stay on as “locals”). This in itself is of course not a problem, and could indeed be an asset, as these expatriates provide a much-needed international perspective and contribute to teaching and research in their areas of expertise. The key issue is one of balance. Overall, a strong reliance on expatriate staff tends to imply some uncertainty and instability in staff development. While the situation should improve with aggressive recruitment efforts from Singapore, it will take a number of years before a strong and stable core group of teaching and research staff is in place. Until then, Singapore has to continue to count on “multinational talents” to help develop its communication education programs during this exciting period of expansion and growth.

More serious is perhaps the lack of a strong research culture and tradition due to the short history of the development of this field. While significant accomplishments have been documented in the rapidly growing body of communication research in Singapore in the past decade, it is yet to consolidate a strong body of research literature on Singapore and the region. Some basic benchmark research projects have yet to be launched and completed. To some extent, this shortage is compensated by the publication of the Asian Journal of Communication by the School and AMIC, and several major collaborative projects that the NTU School has been involved jointly with AMIC or with other major universities.
As the NTU School enters the new millennium, there are a few challenges that it faces while striving to position itself as a regional research hub. First, it needs to play a greater role in initiating and coordinating regional communication research. One way is to conduct workshops to train aspiring and "young" communication researchers from ASEAN and other Asian countries. Through such a training process, the School can collaborate joint research projects with other Asian universities.

Second, due to its unique multicultural and multilingual facets, the School ought to take advantage of the international composition of its faculty by forming research teams and embarking on basic or theoretical research. Of the more promising areas for communication research within Singapore's context are (1) the development and deployment of new communication technologies and their social impact; (2) intercultural communication as a means to achieving social harmony in a multiracial, multilingual, and multi-religious society; (3) international communication and its corollary information flow and reception; and (4) developing and testing communication theories and concepts that are applicable to the Asian framework. More importantly, research should focus on pertinent ideas in the New Economy such as informatization, digitalization, privatization, and globalization and examine how these can help to manage the digital as well as content divide, among many other concerns.

Finally, to facilitate Singapore's role as a credible facilitator in creating value-added services, it is strategically necessary for the NTU School to engage in greater collaboration with government, industrial, and commercial research entities. The ideal outcome should be one where academic staff are able to launch and sustain basic research as well as contribute to professional projects and consultancies. In other words, the School ought to be academically entrepreneurial in positioning education and research that will drive Asian communication while at the same time contributing to national growth through its various industrial engagements.

Conclusion and Discussion
Communication studies is an evolving and expanding field. In view of the need to continue to improve the quality of communication education, some key trends and directives can be identified. First is the trend of globalization in media and communication. In response to this trend, there are both the need to keep pace with globalization and the desire to retain local traditions and characteristics. As observed by Holaday (1992), many Asian communication schools are "Asianizing" their respective programs and courses to include local history, media development and regulatory processes, while at the same time taking into account changes in international practices. Meanwhile, there seems to be this sense of wanting to take control and to be at the forefront of technological development by "internationalizing" their degree courses (Dewine, 1995). This trend is not only an important process for research in itself; it also calls for some adjustments in curriculum design and course development.

Increasingly, information technology (IT), the Internet, web-media management, and multimedia design are aggressively incorporated into mainstream communication education (Collins, 1994; Phillips, 1994). Students must be equipped with the skills and knowledge in IT to be able to effectively contribute to their professions in an Internet-driven world (Loftalian, 1996; McCombs, 1994). Singapore's academic programs have been able to keep up with such developments and incorporated them into its curricula for three reasons: First, there is strong support from funding sources to promote equipment upgrading and human resource development. Second, there is a highly supportive IT environment and technical infrastruc-
tture in view of Singapore’s aim to develop itself into an intelligent island. Third, with the inclusion of the Division of Information Studies as the fifth pillar of the School, students and academic staff will be able to harness the strengths of this division by exploring research areas in knowledge management, multimedia information systems, electronic commerce, and systems analysis and design. As a contrast, some educational programs and media organizations in some other parts of Asia may not be able to provide adequate training in the IT area due to a lack of facilities or experts. In this regard, NTU and AMIC can join hands to launch relevant courses and workshops to serve the region.

At the same time, there is the need to institute “substance-learning” in communication education (Deetz, 1994; Powers, 1995). Fundamental to a successful communication education program are essential competencies such as general literacy, visual literacy, computer and IT literacy, and most of all, information-gathering and knowledge-cultivation literacy (Rakow, 1993). The ultimate challenge, however, is to foster in students the desire and drive to seek relevant information and to develop reflective thinking ability as well as sound interpersonal relationship skills so as to succeed in the digital economy (Goleman, 1998). More importantly, with the introduction of the minor, students can take courses outside of the major field, thereby strengthening their intellectual capital as well as their future employability in the rapidly changing communication and information industry.

In line with this need to develop areas of literacy, communication education must continue to foster its link with the working world. Knowledge areas in communication degree courses need to include a clear conceptual map and an inventory of “real-world” subjects. At the conceptual level, there should be subjects in media ethics, communication theory, research methods, media and society, among others. To emphasize industry-preparedness, real-life case studies, workshops, and professional internships should continue to be at the core of the communication course (Grantz & Thanos, 1996). Any further revamp in existing curriculum should include more project-oriented assignments so that students can learn and share ideas as a team. This is especially important in video and audio work, multimedia projects, advertising account groups, as well as public relations management. To ensure adequate preparation for employment, students should have working proficiency in their respective majors. Towards this end, there should be a sustainable and mutually beneficial partnership between academia and the media industry.

The goal of all universities is to excel in research and development. It is logistically difficult to expect “off-shore” or distance-learning degree courses to devote sufficient resources in research. The lecturers in such programs are either short-term (ranging from one to a few weeks) visiting staff or working professionals, who cannot be expected to contribute much to communication research. For the polytechnics, their programs are specifically geared towards producing entry-level technical personnel. The over-riding concern for them is to train students to be ready for the market. In this connection, it seems incumbent upon the NTU School to take the lead in cultivating a research culture in communication education. To this end, the School should capitalize on its international and cosmopolitan teaching staff to develop this crucial platform. Since it has (and is likely to continue to have) a large number of expatriate academics coming for a period ranging from a few months to a few years, there can be a pro-active plan to encourage research projects between local and expatriate scholars. These can either be traditional research or industry-oriented projects. The aim is to cultivate these rich resources by combining international experience and expertise with local understanding and sensitivity. This will not only help build up the research and
publication track record of the School, but, more importantly, has the strong potential to lead to some major works of cross-cultural and international nature.

In almost all places, communication programs are designed to perform two basic tasks: to train graduates to serve the communication sector, and to conduct credible research for applied and/or theoretical purposes. As a result, two key connections are essential: (1) the linkage between teaching and practice, and (2) the synergy between teaching and research. In most other countries, there can be a division of labor between various institutions to focus on one of the two functions (although no doubt most programs will try to do both). In Singapore’s case, since there is only one communication program at the university level, the School of Communication and Information at NTU does bear a greater burden in comparison with other countries that have a variety of institutions of higher learning or research. This is reflected in the School’s curriculum design and its continuous attempt to make its courses relevant to local and regional needs, on the one hand, and internationally credible, on the other. Situated in a technological university, the NTU School has therefore designed its curriculum with a strong professional component. It has also maintained a strong and mutually supportive relationship with the media industry through professional internships, adjunct and part-time teaching staff, committee representation, and consultancy work. All these elements will make sure that the curriculum structure and course content are functionally adequate and relevant.

It may seem paradoxical. Yet, Singapore is too small to be parochial. The communication course here has to be cosmopolitan to be locally relevant and useful. It must also be internationally credible to play a vital regional role. Towards this end, the School has established a strong international network with several major overseas programs in the forms of collaborative research and projects or student and faculty exchange. The School has to depend on regional and international resources for its sustained growth and development. At the same time, it can contribute by building up such resources to serve the region and beyond. Therein lie the opportunities and challenges for communication educators and researchers in Singapore.

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(Footnotes)
1 In Singapore, students entering junior colleges are typically 17 years old. This post-secondary programme is of
two years duration, and students are required to read three or four advanced-level subjects, language subjects,
and some will even take special papers that are more specialized in scope.
2 At the time when the merger was underway, an ad hoc committee was set up to assess and recommend whether
the mass communication program at Nanyang should be incorporated into the sociology department at the University of Singapore. However, before the committee could make any assessment or recommendation, a final decision was soon made to close down the mass communication program. In 1981, at the site of the former Nanyang University campus, a new Nanyang Technological Institute was formed. It became a full-fledged university, Nanyang Technological University (NTU) in 1991. A new School of Communication Studies was established in NTU in 1992.

3 In this sense, Singapore’s formal education in communication studies lags behind those in the region by at least two decades (Ang, 1998).

4 Two renowned scholars have served as external examiners to the NTU undergraduate program: Steve Chaffee of Stanford University (1996-1998) and Mark Levy of Michigan State University (1998-2002).

5 Its name was subsequently changed to “Asian Media, Information and Communication Centre” in 1996 to reflect its more holistic approach to communication research, education and training.

6 Of the major American universities that have signed memorandum of understanding or launched collaborative research projects are: Cornell University, Michigan State University, San Diego State University, University of Southern California (Annenberg School of Communication), UCLA., and the University of Missouri at Columbia
Appendix 1: Major Communication Programs in Singapore (A Sample)

(1) School of Communication and Information, Nanyang Technological University (http://www.ntu.edu.sg/scl/)
   - Degree courses:
     Bachelor of Communication Studies (Honours)
     Master of Communication Studies (by research)
     PhD in Communication Studies (by research)
     Master of Mass Communication (by coursework)
     Postgraduate Diploma in Mass Communication (by coursework)
     Master of Science in Information Studies (by coursework)
     Master of Science in Knowledge Management (by coursework)

(2) Ngee Ann Polytechnic Centre for Film & Media (http://www.np.edu.sg/~dept-fms)
   - Diploma courses:
     Diploma in Mass Communication
     Diploma in Film, Sound & Video

(3) Temasek Polytechnic Temasek Design School (http://www.tp.edu.sg)
   - Diploma courses:
     Diploma in Visual Communication
     Diploma in Interactive Media Design

(4) Nanyang Polytechnic (http://www.nyp.edu.sg)
   - Diploma course:
     Diploma in Digital Media Design

(5) Institute of Advertising of Singapore (email: instadv@cyberway.com.sg)
   - Diploma courses:
     Diploma in Visual Communication
     Diploma in Marketing Communication
     Graduate Diploma in Marketing Communications (jointly conducted by IAS, IPRS & Marketing Institute of Singapore)

(6) Institute of Public Relations of Singapore (email: iprsnet@singnet.com.sg)
   - Courses:
     Certificate in Public Relations
     Diploma in Public Relations Management
     BA (Communication) in Public Relations & Organizational Communication (jointly conducted with Charles Sturt University)

(7) Many distance learning or “off-shore” courses are also conducted at these three private-sector organizations for foreign institutions based in Singapore:
   - Singapore Institute of Management (www.sim.edu.sg)
   - Management Development Institute of Singapore (www.mdis.edu.sg)
   - Informatics Holding (email: igcol@informatics.edu.sg)
A Status Report on Media Education and Training in Thailand
Rosechongporn Komolsevin

Abstract
Media professions in Thailand generally receive the highest popularity among the non-science students. This is due to the fact that media professions seem much more challenging to the youths, hence leading to the high number of students competing severely to be admitted to the communication schools at major universities all over the country. The subjects available for them to study include, for example, advertising, public relations, broadcasting, telecommunications, journalism, etc. To equip the communication students with proper and adequate media skills, a number of internships and training programs are regularly conducted. Every student, for example, has to pass the required internship program at a media company before graduation. In addition, there are also various training programs conducted for them during the summer session. Some of them concern advertising creativity, film editing, script writing, internet and web page creating, media education, as well as writings for various kinds of media outputs. An issue perceived as necessary for these future media professionals is media ethics.

The term “media training” generally means the providing of technical knowledge and skills to media students and professionals. Media education, on the contrary, may be interpreted in three ways. It may be about providing formal media education to the students who want to pursue their media career in the future. Moreover, the term may involve educating media practitioners about matters they’re supposed to know for better career performances. Lastly, media education may cover the providing of knowledge about ‘promise and perils’ nature of media to media recipients, so that they would be alert to watch over media contents and functions.

This paper, therefore, aims primarily to provide information about the aforesaid media education and training. That is, it will summarize the attempts of various professional associations to provide technical training to media students and practitioners. Meanwhile, the topic of media education will be expanded to cover the efforts of various organizations to educate three important media-related groups in Thai society—media students, media practitioners, and media recipients.
Media Education and Training in Academic Realm

Media profession in Thailand has generally received the highest popularity among the non-science students. This is due to the fact that media careers seem much more challenging to the youths, hence leading to the high number of students competing severely to be admitted to the communication schools at major universities all over the country. The subjects available for them to study include, for example, advertising, public relations, broadcasting, telecommunications, journalism, etc. (Komolsevin & Sumano, 2000).

At present, there are 9 public universities and 22 private colleges and universities in Thailand that are offering a bachelor’s degree in communication, not including the program offered by 36 nationwide campuses of Rajabhat Institute (http://www.mua.go.th). Chulalongkorn University was the first to offer the Journalism education in 1965, followed by Thammasat University in 1954 (Komolsevin & Sumano, 2000).

Media practitioners in general remain skeptical about formal education for the media and communication professions. They periodically voice their opinion that media educators “do not provide to their students the knowledge and skills deemed necessary in the career” (Komolsevin & Sumano, 2000, p. 263), rendering them unable to obtain employment or to succeed in media professions (Morgan, 2003). The educators, however, have realized these limitations, and attempted to fill the said gap with internships and training programs. On-site experiences will enable the media students to have a glimpse over the operation of the media industry.

To equip the communication students with proper and adequate media skills, a number of internships and training programs are regularly conducted. Every student, for example, has to pass the required internship program at a media company before graduation. Students with various majors need to seek internship in the relevant media firm.

Students majoring in advertising will have their training at an advertising agency, while those majoring in public relations will be sent to either a PR agency, or an organization that has a PR department. The ones majoring in radio/TV broadcasting will be sent to local radio/TV stations to work as an announcer or production trainee. Likewise, the journalism majors join a newspaper for internships. (Komolsevin & Sumano, 2000, p. 274)

In addition, there are also various training programs conducted for the students during the summer session. Some of them concern advertising creativity, film editing, script writing, Internet and web page creating, media evaluation, as well as writings for various kinds of media outputs (Summer training document, 2003). The media industry constantly supplies speakers and trainers to help implement these training programs. Occasionally, academic institutions arranged an educational trip to a media agency. Over there, a top manager usually provides a special lecture concerning professional works to those students (see, for example, Sookkasem, 2003).

Not only media educators but also media organizations help bridge the gap of discrepancy regarding media knowledge and skills of students. In general, they willingly accept students for professional internships, arrange various kinds of media competition programs among the students, and offer opportunities for student training in both domestic and international levels. The United Broadcasting Corporation (UBC), the only cable TV operator in Thailand, initiated the Young Journalist Award in 1996 in a joint cooperation with CNN International and the Council for the Mass Communication Faculty of Thailand (CMCT). In this case, the award-winning student was sent to get hands-on internship at the CNN headquarter in A-
lanta, USA. In 1999, Times Magazine joined the team to provide internship with the print media. This program, however, was halted in 2001 due to financial problems of CNN. However, BBC took place of CNN in 2002, and joined with UBC and CMCT to restart the program with the name of "Future Journalist Award" (YJA & FJA documents, 2000-2002). This training program proves very successful in stimulating the media students to realize their inescapable encountering with globalization. They are additionally reminded of the necessity to augment their knowledge and skills to the international standard. In this aspect, they are expected to help uplift the performance of the Thai media industry and bring it to the forefront of the international forum. Some award winners, after coming back from their internship, joined the international section of media organizations, and constantly furnished CNN World Report with news pieces from Thailand!

Another area of training for media students concerns media technology. Realizing that communication technologies are of much more importance for the students' future career, the communication schools have regularly included in their programs the training on media technology. Bangkok University, for example, announced on its website the training programs on computer applications and webpage design and production (http://www.bu.ac.th). An issue perceived as necessary for these future media professionals is media ethics. At present, media are increasingly accused of bringing many disgusting issues to the forefront, and stimulating the young viewers to imitate those antisocial behaviors. Some of them include adultery, violence and killing, drinking, smoking, to name just a few. Hence, the ethical issue is put into the curriculum, so that these future media practitioners will step out and consider the issue of social responsibility more seriously. Not only media students but media faculty members also need training for gaining on-site experiences. So far, media educators have been criticized of knowing only theoretical concepts, but lacking adequate professional experiences to produce capable media graduates. Hence, these educators seek to attend a variety of training programs held by academic and/or professional institutions. They may join a media agency during summer, read professional journals to widen and update their knowledge, and create personal connections with media practitioners (cited in Komolsevin & Sumano, 2000).

**Media Education and Training for Media Practitioners**

**Training Programs**

Not only media students and educators, but media practitioners also need training on a regular basis as well. In the present day, the media industry requires more media personnel who are trained specifically in the discipline. These training programs aim to brush up their technical knowledge and skills, and will keep them abreast of the changing media technology. Both local and international agencies are providing training programs for media practitioners. These institutions are, for example, the Public Relations Society of Thailand (PRST), Thai Journalists Association (TJA), Thai Press Association (TPA), the Press Council of Thailand (PCT), and the Advertising Association of Thailand (AAT).

The Thai Journalists Association (TJA) stated in its policy that it "supports the idea that education must continue to the mean towards strengthen one's career and occupation... and continue to educate Thai students about journalism (Thai Journalists Association Site, 1999-2003). The same policy has been stated by other professional associations as well (see, for example, Confederation of Thai Journalists, 2001).
These professional associations have established linkages with both local and overseas organizations, through which information about and grants for participation in training programs are provided. The Confederation of Thai Journalists (CTJ), for example, recently announced in its website that a grant for journalist training in Japan was available (Confederation of Thai Journalists, 2003). Some other training programs include, for instance, the workshop on investigative reporting to be held in Indonesia early this month (Thai Journalists Association Site, 1999-2003).

As for the local levels, several seminars have been regularly held throughout the country for journalists to provide them knowledge in various areas, e.g. press law (Confederation of Thai Journalists, 2002), photojournalistic techniques for feature magazine (Thai Press Association, 2000-2002), etc. Besides, a training institute for journalists of the Government Public Relations Department was established at Nakhon Sawan, a province located approximately 200 km north of Bangkok (Bangkok Post, April 2, 1999). The Public Relations Association of Thailand has also held seminars and workshops on various topics: news release writing, PR and technology, PR research and evaluation, English practice in PR works, etc. (PRAT documents, 2002-2003).

Besides the local organizations, the regional and international organizations provide training programs for media practitioners as well. International organizations have been participating arduously in providing various training programs for media professionals. Isis International Manila, for example, perceived a “need for training opportunities to help upgrade the skills of Asia-Pacific women broadcasters in different aspects of radio production.” It held the “Radio Production Training for Asian Women Broadcasters” in Bangkok in April 2002 (http://www.isiswomen.org/radio/). UNESCO stated the same reason when it offered training opportunities for women broadcasters in Korea early this year (UNESCO documents, 2003).

Furthermore, the Committee on Culture and Information of ASEAN (COCI) has regularly sponsored a number of seminars and workshops for Thai media practitioners and their ASEAN colleagues. These efforts will induce not only better knowledge and skills in their career, but also will strengthen professional bonds among the media professionals (ASEAN-COCI documents, 2002).

Media Education

The powerful impacts of media on the society are widely recognized among the media scholars and professionals. Media can play a positive role by promoting beneficial knowledge and information to the audience. Meanwhile, media are accused of initiating a number of antisocial attitudes, values, and behaviors among the vulnerable audiences, namely children, the minorities, etc. Hence, media education activities conducted to a variety of constituencies – school children, university students, religious communities, women’s groups, teachers, government officials and policy makers, aim primarily to promote greater awareness of the “promise and perils” of modern media (Tuley, 2002).

However, media practitioners are those who should be primarily made aware of their significant roles in using media for the better or worse. Such efforts as media monitoring, or the establishment of ‘mediawatch’ groups and media council will prove inadequate as long as the media practitioners themselves are left ignorant about the issue.

In Thailand, media education is presently considered an urgent issue and needs to be pro-
moted to the media practitioners on a regular basis. There exist various social factors and situations that contribute to the urgency of media education in Thailand. Those factors are listed as follows:

1. Youths’ aggressiveness
Lately, several devastating incidents have taken place in Thailand. Some of them concern the youths’ using of violence to solve problems. Those incidents include, for example, youth gangs roaming around on motorbikes to kill and injure people; a high school student committed a shooting spree on schoolyard; a high school teen killed his girlfriend; and a jilted teen attempted to kill his ex-girlfriend but ended up killing her relatives and himself (see, for example, The Nation, March-June, 2003).

The teenagers are said to imitate these antisocial behaviors from the violent scenes they’ve seen from the media. Hence, several parties concerned (the government, school, family, NGOs) come out to call for more thoughtful contents and responsibilities from the media, and even ask for some procedures to regulate the media contents. A columnist in Weekly Matichon, for example, argued for implementing the movie rating policy so as to prevent the youths from seeing violent movies. He believed that such violent scenes might be imitated and lead to further aggressiveness (Khawneawklang, 2003).

2. Improper advertising content
The concern over the improper media content and presentation is also prevalent nowadays. Advertising has long been recognized of imposing undesirable values and attitudes on media viewers, e.g. materialism, rudeness, selfishness, competition, and so on. Recently, a company advertised its soap product by having an attractive female TV star take a shower on a pickup truck that ran around town! Even though the public saw only the silhouette of a naked woman taking a shower, no one can deny the negative effects of that phenomenon on young viewers.

The incident stirred the whole society and the public starts asking for the proper conducts and social responsibility from the advertising people. The Advertising Association of Thailand, therefore, has recently conducted a series of six seminars on advertising ethics (Chaisuwwan, 2003), in an attempt to initiate efforts for consumer protection. Finally, a set of codes of ethical conducts has been drafted for further implementation. Moreover, the government announced its effort to ban TV advertising of all kinds of alcoholic beverages, stating that it is misleading for the young viewers. This effort is undoubtedly being opposed by the industry itself.

3. Conflicts and misunderstanding
The issue of conflicts and misunderstanding is one of major concern among media educators and professionals. Due to the existence of differing religio-social backgrounds of Thai people, conflicts across sub-culture groups cannot be avoidable. In addition, conflicts between Thailand and its neighboring countries occur on a periodical basis. This is due to the historical conflicts involved by these nations. Such conflicts aggravated to be the riot of Cambodian people in Phnom Penh against Thai business and people in late January this year. That incident was analyzed to stem partly from long-lasting and deep-rooted dissatisfied feelings of the Cambodian people toward Thailand. However, the lack of cultural sensitivity among the Thai press may aggravate such conflicts. The self-assumed superiority of Thailand over its neighboring countries have
appeared once in a while in media outputs, and that even upset the people of those countries. Hence, the press and other media professionals need to be made aware of this issue.

4. New media technologies
New media technologies have heightened media pervasiveness to the extent that no audience of all demographic characteristics can escape from media influences. The media's greater accessibility to people of all ages and communities is a matter of growing concern. "...The global diversification of the media has made its impact more influential and has caused changes both to the adult and youth audience. ...Young viewers are much more easily affected than grown-ups" (Muntrabhorn, as cited in Bangkok Post, July 4, 1996).

The concern is not limited to television only, but also to other on-line media that can distribute a piece of information easily and simultaneously around the world. At present, almost all media organizations in Thailand have their on-line section (see, for example, http://www.tv3.co.th). Hence, they may have their media contents viewed anywhere and by anyone. The new medium with the increasingly prevalent power on young users is the Internet. In Thailand, children and teenagers are among the most active groups to use the Internet. Generally, they use the Internet 1-3 hours per day in the evening either at home, at school, or at the Internet café (as cited in Komolsevin, 2002).

The major concern regarding the young users of the Internet involved mainly the 'double-edged' nature of the Internet. That is, while the Internet can provide great benefits to the users, it could harm the young users with indecent websites containing sexually explicit contents and violence. Other risks of Internet usage on teenagers include, for instance, meeting strangers met on the Internet, fraud information, information about drugs, alcohol and illegal objects, and patent violation (as cited in Komolsevin, 2002).

The aforementioned factors have called for an urgent education of media practitioners. The activities are numerous and sponsored by various local and international organizations, with a purpose of expanding perception and imposing proper values and attitudes among media practitioners. The topics to educate the media professionals are as follows:

1. Cultural Sensitivity
The topic of cultural sensitivity in news reporting was mentioned in a seminar on Synergy for ASEAN Cultural Promotion Media for Young Generation, being held in Thailand early 2002 and sponsored by the Committee on Culture and Information (COCI) of ASEAN (Seminar documents, 2002). Besides focusing on objectivity in news and information contents, participating media practitioners were also cautioned of the 'different but equal' concept of culture and to avoid the phenomenon of cultural hegemony, in which a culture is assumed to be superior to other cultures, and vice versa (Komolsevin, 2002).

The similar kind of seminar was recently held early 2003 in Bangkok to provide the government provincial public relations practitioners with knowledge about ASEAN. During the seminar, all of them shared concern over the conflicts between Thailand and Cambodia occurring recently in late January. They reluctantly admitted that the lack of cultural sensitivity on the part of media professionals may have ignited the flame of such con-
licts (Seminar report, 2003). The concern over the media practitioners’ lacking of cultural sensitivity in their works is not voiced for the international issues only. The similar concern occurs in the country where accommodates differing races and subcultures. In this case, Dr. Thaksin Shinawatra, the Thai Prime Minister used to warn the press against their lack of objectivity and cultural sensitivity when they reported about the conflicts currently occurring in the South of Thailand.

2. Media Ethics

Media professionals are actually very influential (Christians, Fackler, Rotzoll, & Brittain McKee, 1998). This is due to the fact that their outputs are disseminated through the most powerful channels—mass media. And generally, “they operate in their own interests . . . and often [their] professional values are high-minded” (p. 9), with profit orientation. As a result, their outputs (e.g. advertising, media programs) have been constantly accused of highly focusing on indecent contents merely for the sake of business profits, while ignoring elements that may enhance prosocial values and social benefits.

At present, the society calls for ethical practices among media institutions and professionals. Ethical issues stem from the disagreements between media producers/programmers and educators regarding business profits and social benefits. Advertising, for instance, is accused of providing sexual-arousing and violent contents (Pacharoen, 1997); journalists violating the public’s right to privacy and usually providing bloody pictures on the front-page coverage; and media producers providing low-taste elements in their programs that promote undesirable behaviors among the viewers (Christians, Fackler, Rotzoll, & Brittain McKee, 1998).

The professional associations, therefore, have taken a number of efforts to initiate professional codes of ethics and attempted to enforce them among the practitioners. The Advertising Association of Thailand (AAT), for example, had arranged a series of seminars on advertising ethics for self-regulation among the practitioners. Chaisuwan (2003) content-analyzed the seminars, added up depth-interviews of distinguished advertising practitioners, conducted a survey among middle-level advertising people, and came up with a list of ethical codes and implementation steps.

In 1992, the Public Relations Association of Thailand (PRSA) conducted a seminar on professional ethics for PR practitioners, and came up with 9 items of the “Code of Professional Standards for the Practices of Public Relations” (cited in Stawedin, 1999, p. 320). As for journalists, the Thai Journalists Association (TJA) clearly announced in its policy that its members “uphold honesty, ethical behaviors and the principle of neutrality . . . [and also] uphold the principles and journalist ethics.” In this case, TJA has set up a committee of 5 members to “look into issues and problems of unethical behavior and practices among journalists” (Thai Journalists Association Site, 1999-2003). The stated policy was implemented by all the press associations. On July 4, 2003, the Press Council of Thailand, for instance, invited a renowned monk, a well-known senior citizen, and a distinguished businessman to voice their opinion on roles and ethical practices that the society expected from the journalists.
3. General knowledge

It is widely accepted that media practitioners, be it producers or managers, need to be fully equipped with the well-rounded knowledge of various disciplines. This is due to the fact that media is an important social institution, and the contents of which are influential to all media consumers. Besides, media people should be able to view any situation in an integrative manner. That is, they should realize the nature of interdependence among various elements of the society, of which media is a part.

Hence, the professional associations perceive the necessity to provide general knowledge, local or international, to media practitioners, in addition to technical knowledge and skills. The aforementioned general knowledge includes that about social, cultural, economic, and political aspects of Thailand and other countries (Thai Press Association, 2000-2002). For instance, the Thai Journalists Association (TJA) worked with Nihon Shinbun Kyokai (NSK) of Japan to offer training on “political, economic, and social aspects of Japan” to the selected Thai journalists (Thai Journalists Association Site, 1999-2003). Other activities concerning general knowledge include “journalists meeting with environmentalists,” “aesthetics in writing and page making,” and establishing of “People’s Library” and “Thai Press Museum.” In addition, regular meetings among “folks of the same feathers” are held in the local, national, and international levels (Thai Press Association, 2000-2002).

Media Education among Media Recipients

The most important issue to educate media recipients is media literacy. The term “media literacy” has been defined as “the ability to access, analyze, evaluate, and communicate messages in a wide variety of forms” (cited in Hobbs, 1998). The term is widely adopted among media scholars and educators as an alternative to the traditional media education; that is, to merely protect naive and vulnerable viewers from the harmful effects of media. Arduous attempts had been made to control media contents and to educate the media professionals on creating more decent media outputs. These efforts are proved more or less fruitless since the concept of educational media goes against the entertainment-oriented aspect of media contents as a means to profit making business.

Hence media critical scholars shifted their focus. To protect the young viewers from harmful effects of media, the media educators choose to equip them with critical thinking skills to analyze the positive and negative aspects of media contents, and to promote students’ more understanding of and participation in media (Buckingham, 1998).

In Thailand, the efforts to promote media literacy among young viewers are prevalent in media textbooks and course syllabus where contain media literacy contents (http://www.odi.stou.ac.th/CollectionDev/CommArts/MassComm.asp?pg=2, http://www.pn.psu.ac.th/comsci/course_desc.html). In terms of the Internet, various seminars and workshops have been held to educate young Internet users, teachers, and parents to be aware of its potential positive and negative effects (Bangkok Post, July 4, 1996; and cited in Komolsevin, 2002).

Another point to ponder is the participation from media information recipients in media operations and programming. The information recipients are encouraged to participate in supervising the media contents that may affect their community, and, for the better, producing their own media programs to serve the local needs. As a result, the concept of commu-
nity radio has been introduced to the social forum, and currently under the strong push for practical implementation in the future (Siriyuvasak, 2002).

Conclusion
Due to the critical roles media play in the society, both scholars and professionals perceive it necessary to educate all parties concerned about media functions, contents, and effects. Students are equipped with not only media-oriented knowledge and skills, but also ethical principles so that they would employ media in a constructive way. Moreover, since media technology has been advancing very rapidly, both the students and media practitioners have to be trained on a regular basis, so that they would be abreast of and handle effectively the swiftly changing technology.

Media training and education are not conducted only in the national level. Globalization has reduced space and time barriers, and thus required the media people to form a global network with their colleagues all over the world. Hence, a variety of training programs have been regularly held overseas by several international organizations. This will enhance not only personal contacts among media practitioners, but also an opportunity for them to get training with modern media technology.

All in all, training the media people with professional skills only is fruitless and inadequate without educating them about general knowledge and ethical principles. By bearing in mind their responsibility toward the society as a whole, they can help alleviate pains and problems we have presently been encountering in our society.

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(Footnotes)

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A Look at Current Trends in Media Education in the U.S.
Rick Shriver

Abstract
This paper presents a "snapshot" of present trends in media education in the U.S. Results from a June 2003 survey of (U.S) member institutions of the Broadcast Education Association are discussed. Topics include the variety of program structures, budgeting, student/teacher ratios, staff size, curricular trends, internships and placement rates. The paper also examines the changes in preparation of students entering programs of study in the electronic media, and the challenges that presents for media educators.

This paper presents the results of a brief survey conducted in June 2003. The respondents to the survey were all member institutions of the Broadcast Education Association. Emails were sent to the U.S. based member institutions requesting their participation in the survey, by directing them to a website where the fifteen questions were posted. The survey design was predominantly "check boxes" or drop down menus. The brevity of the survey and easy response design were efforts to encourage participation. Of the 194 emails sent, 53 usable responses were obtained, for a 27.3% response rate. Thus in the conclusion of this paper, we will present a "snapshot" of contemporary media higher education in the United States, and close by suggesting a changing paradigm for its future.

The titles of the responding programs represent a wide range of variations within the communication disciplines. Fourteen (14) departments were known as "communications," nine (9) contained the word "broadcasting" (usually combined with another descriptor, e.g. "Broadcast Electronic Media Arts," "Broadcast and Cinematic Arts," etc.), eight (8) included "journalism" in their titles, seven (7) included "electronic media" in their titles, five (5) were called "mass communications," and two (2) were known as "telecommunications." Other program titles that were reported included "digital media arts," "motion picture and recording arts," and "media studies."

Nine (9) of the institutions offer an "associate" degree, with six (6) of those nine offering the associate degree exclusively, therefore defining them as what we will call "two-year programs." Forty (40) schools reported offering a "bachelors" or "baccalaureate" degree. Thirty-seven (37) of those institutions offer the "bachelor of arts," while thirteen (13) offer the "bachelor of science" degree. Eleven institutions offered both the BA and the BS degrees; so
only two institutions offered the BS degree exclusively. Twenty-one (21) offered a “masters” degree, seven (7) offered a Ph.D., and two (2) offered the “master of fine arts” degree.

Nineteen (19) or thirty-six percent (36%) of the responding institutions reported that the number of instructors is fewer than five (5). Eleven (11) or twenty-one percent (21%) of the institutions have five to ten (5-10) instructors. Fourteen (14) or twenty-six percent (26%) institutions have ten to fifteen (10-15) instructors. Seven institutions (7) or thirteen percent (13%) reported having fifteen to twenty (15-20) instructors. One institution reported twenty to twenty-five (20-25) instructors, and one reported more than twenty-five (25) instructors. Thus, we may conclude that most programs operate with fewer than ten full-time instructors.

The vast majority, thirty-three (33) or sixty-two percent (62%), of the institutions reported employing five (5) or fewer part-time instructors. Eight (8) schools, or fifteen percent (15%), reported five to ten (5-10) part-time instructors; five (5) or less than ten percent (10%) reported ten to fifteen (10-15) part-timers; and three (3) each, or about five percent (5%), reported both fifteen to twenty (15-20) and twenty to twenty-five (20-25) part-time instructors. Only one institution reported employing more than twenty-five (25) part-time instructors.
Eleven (11) of the schools, nearly twenty one percent (21%), report enrollments of more than four hundred (400) undergraduate students. This response represents the mode in this measure. The median response was two hundred to two hundred twenty-five (200-225) students, which also represents the approximate mean undergraduate enrollment.

When we adjust the data to reflect groupings according to "century marks," or at each "one-hundred" break, we see a fairly uniform distribution according to program size.

Twenty-two (22) of the institutions responded with graduate enrollment statistics. The
range of numbers of graduate students was from ten (10) to one hundred thirty-one (131). The most common response was twenty-five graduate students and the median response was thirty (30). The average number of graduate students was forty-three (43).

When asked about “ideal student to instructor ratio,” the open-ended question elicited forty-five responses. The range of responses was from one (1) to thirty (30). Both the median and mode were eighteen (18), and the mean was 17.7. Here we can conclude that according to our respondents, the ideal ratio is considered to be approximately eighteen (18) students to one instructor.

Fifty-one (51) institutions responded to the query regarding coursework offered. Respondents were offered seventeen course selections from which to choose, and the responses are displayed in the following figures:

<table>
<thead>
<tr>
<th>No.</th>
<th>Coursework</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>Video</td>
<td>96%</td>
</tr>
<tr>
<td>45</td>
<td>Audio</td>
<td>88%</td>
</tr>
<tr>
<td>44</td>
<td>Media writing</td>
<td>86%</td>
</tr>
<tr>
<td>41</td>
<td>Broadcast history</td>
<td>80%</td>
</tr>
<tr>
<td>40</td>
<td>Media studies</td>
<td>78%</td>
</tr>
<tr>
<td>33</td>
<td>Public relations</td>
<td>65%</td>
</tr>
<tr>
<td>32</td>
<td>Media management</td>
<td>63%</td>
</tr>
<tr>
<td>32</td>
<td>Media law</td>
<td>63%</td>
</tr>
<tr>
<td>31</td>
<td>Interactive multimedia</td>
<td>61%</td>
</tr>
<tr>
<td>26</td>
<td>Media criticism</td>
<td>51%</td>
</tr>
<tr>
<td>26</td>
<td>Advertising</td>
<td>51%</td>
</tr>
<tr>
<td>25</td>
<td>Web design</td>
<td>49%</td>
</tr>
</tbody>
</table>
When asked to list “other coursework,” not included on this list, thirty institutions offered approximately fifteen areas which can be summarized as follows: film (theory, criticism, and production), photo-journalism, media programming, media research, media policy, facility design, media ethics, print journalism, audiences, organizational communication and speech/rhetoric.

Thirty-five (35) respondents answered the open-ended question regarding departmental budget (not including salaries). The range of operating budgets reported was from $1500 to $150,000 U.S. dollars. The most common response (mode) was $50,000. The median budget figure was $35,000. The average (mean) budget was $43,028.57.
Almost exactly one-third (33%) of the responding institutions indicated that they require an internship, and report nearly one hundred percent (100%) completion rates. Of the two-thirds (66%) of the institutions that do not require internships, nearly ninety per cent (90%) indicated that some percentage of their students do complete an internship. Those same responding institutions not requiring an internship indicated that approximately forty percent (40%) of their students complete an internship, with fifty percent (50%) being the most common response (mode) and thirty-four percent (34%) being the median response.
One-half of the institutions surveyed provided estimates of placement rates for their graduates. Responding to the question, "what percentage of your graduates find employment in their field upon graduation," the results yielded the following: the range was from five percent (5%) to ninety percent (90%). The average was approximately fifty-nine percent (59.5%), the most common answer (mode) was ninety percent (90%), and the median response was approximately sixty-six percent (66.5%).

![Graph showing percentage placement in field]

In summarizing the quantitative results obtained through our web-based survey, we may conclude the following based on the frequency of responses: It is difficult to predict undergraduate enrollment. In fact enrollment may be anywhere from fewer than twenty-five students to over four hundred students. A typical media education program in the U.S. offers a Bachelor of Arts degree, and has ten or fewer full-time instructors. Most programs target eighteen-to-one as the ideal student-teacher ratio. The majority of students complete an internship, whether required or not, and the majority of graduates find employment in their field. Most programs offer coursework in video and audio production, broadcast history, media writing and media studies. A typical departmental budget (excluding salaries) is approximately $50,000 (U.S.).

Let us conclude by suggesting some areas of emerging concern among media educators. An examination of recent agendas from the conferences of the Broadcast Education Association suggests that certain key issues are of primary importance to media educators in the twenty-first century. Significant among those issues is the impact of technological innovation on instruction. As noted above, with nearly all programs of study offering some coursework in production, then it is understandable that the role of technology would be viewed as an important consideration.
It is obvious that the rapid pace of change and innovation in media technology presents the dilemma of keeping facilities and equipment up to date. Conventional wisdom suggests that institutions must provide instruction on equipment that is similar to that found in the so-called "real world," if instruction is to be relevant. For several years, this concern has been the focus of many papers and panel discussions at BEA conferences, as the rapid evolution of digital and computer-based production technologies has necessitated constant upgrading of hardware and software systems.

While the pace of change seems not to have slowed significantly, the magnitude of innovation may be leveling somewhat, and when combined with the lowered cost of computer equipment and software, has prompted a paradigm shift in the concerns of media production educators. Where once students entering a media education program had little pre-existing exposure to professional production facilities, now a growing percentage of new university students has already learned the basics of audio and video production in their high schools. Increasing numbers of high schools are offering course work in all aspects of media production, using state-of-the-art software, which sometimes exceeds what the university has in place.

Thus we may see our role is changing. Instead of providing basic instruction on the techniques of capturing and editing audio or video materials, as has been the norm for the past five decades, we can expect more of our incoming students to possess those competencies. In fact the proliferation of low-cost desktop audio and video editing systems, and inexpensive high-quality digital cameras and recorders, is reshaping the industry for which we prepare our students. Now our emphasis can and should shift much earlier to related subject areas such as aesthetics, criticism, writing and ethics.
Appendices and exhibits

What is the name or title of your program?

What degrees are offered? (check all that apply)
- Associate of Arts
- Associate of Science
- Bachelor of Arts
- Bachelor of Science
- Master of Arts
- Master of Science
- Master of Fine Arts
- Doctor of Philosophy
- Other (please list)

How many full time (tenured and non-tenured) faculty are in your department?
- Less than 5
- 5-10
- 10-15
- 15-20
- 20-25
- More than 25

How many part time faculty teach in your program?
- Less than 5
- 5-10
- 10-15
- 15-20
- 20-25
- More than 25

Approximately how many undergraduate students are in your program?
- Less than 25
- 25 - 50
- 50 - 75
- 75 - 100
- 100 - 125
- 125 - 150
- 150 - 175
- 175 - 200
- 200 - 225
- 225 - 250
- 250 - 300
- 300 - 350
- 350 - 400
- More than 400

What do you consider the ideal teacher to student ratio?

Approximately how many undergraduate students will graduate from your program this year?
- Less than 25
- 25 - 50
- 50 - 75
- 75 - 100
- 100 - 125
- 125 - 150
- 150 - 175
- 175 - 200
- 200 - 225
- 225 - 250
- 250 - 300
A Look at Current Trends in Media Education in the U.S.

300 - 350____
350 - 400____
More than 400____

Approximately how many graduate students are in your program? ______

In what general areas do you offer course work? (check all that apply)
Advertising
Audio Production
Video Production
Media Management
Media Law
Media Sales
Media Studies or media theory
Media Writing
Public Relations
Interactive Multimedia Production
International Media
Media Performance
Sports Broadcasting
Broadcast Journalism
Web Design
Media Criticism
Music Business

Please list any other areas in which you offer coursework: ________________________________

Which of your majors attracts the highest enrollment? ________________________________

What is your department's approximate budget for equipment annually? ________________

Do you require an internship? (check yes or no) ______

Approximately what percentage of your students completes an internship? ______

If you have placement statistics or estimates, about what percentage of your graduates typically find employment in their field immediately after graduation? ________________
Rick Shriver graduated Summa cum Laude from Ohio University in 1977 with a Bachelor of Science degree in Communication. In 1983, he earned his Master's in Telecommunications from Ohio University. In 1992, he began teaching at Ohio University-Zanesville. Rick Shriver has worked many years in audio and video. He has produced numerous documentaries and historical and educational films. He has also produced a weekly radio series about blues and jazz and has published several articles about sound recording. Mr. Shriver continues to do advertising work in the community, and he is also involved in community and local organizations, including the Broadcast Education Association and the International Television Association. He has won several awards for his work in Public Relations in the Muskingum County Library System. He has been awarded the Fullbright Scholarship for Lecture and Research in Malaysia, Rick Shriver is a member of several national and international organizations, including the Broadcast Education Association and the International Television Association. In his free time, Mr. Shriver enjoys playing music.
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