

# Pedagogy of journalism: necessary knowledge for teaching practice

*Pedagogia do jornalismo: saberes necessários à prática docente*

*Pedagogía del periodismo: conocimientos necesarios para la práctica docente*

DOI: <https://doi.org/10.1590/1809-58442024115en>

**Ivo Dickmann**

<https://orcid.org/0000-0002-6293-8382>

**Fabiana Elora do Nascimento**

<https://orcid.org/0000-0002-0051-092X>

Community University of the Chapecó Region - Unochapecó, Postgraduate Program in Education. Chapecó, SC - Brazil

## Abstract

This article is based on the master's thesis, "Profession: Journalism Professor - The Knowledge Needed for Teaching Practice." The research is driven by an exploration of journalists turned professors, their career paths, and the preparations undertaken for their pedagogical roles, drawing from the teaching knowledge articulated by Tardif (2012) and Freire (2009). The methodology employed involves life stories obtained through interviews with four professors from two journalism courses, detailing their life and professional trajectories. Upon analysis, responses were categorized by the researchers, aligning with existing frameworks provided by the reference authors. The study's conclusions affirm that professors' knowledge stems from practical experience, evolving over time through interactions with students. However, experiential knowledge currently dominates higher education teaching as there is a lack of pedagogical training in most Brazilian undergraduate journalism programs. As a contribution to journalism pedagogy, the research underscores essential knowledge, emphasizing the importance of being a graduate journalist, aspiring to become a professor, engaging in graduate studies, possessing a baseline understanding of the journalism job market, staying current, recognizing that teaching is learned through experience, maintaining consistent dialogue with students, acknowledging that journalistic professional practice alone does not qualify one to teach journalism, understanding teaching as a human specificity, participating in ongoing training, and recognizing the responsibility for shaping the next generation of journalists.

**Keywords:** pedagogy of journalism; journalism teaching; teaching knowledge; journalism professor.

## Introduction

Everyone expresses what they carry, what they've seen, what they've felt and what they've learned along the way, from birth onwards; this is what is known as social knowledge, as defined by Tardif (2012). It is undeniable knowledge that, when it comes to education, along with other knowledge, it is the basis for teaching knowledge. However, this knowledge is not sufficient for teaching performance, because there is a specificity to the pedagogical task, as Freire (2009) states, there is necessary knowledge for this specific practice of teaching (and learning).

Since the beginning of the 21st century, journalism as a profession and its role in Brazilian society has faced dualities: if on the one hand it has a growing presence and importance in post-industrial societies, on the other it still generates a discussion about the need for academic training for professional journalists. This question also leads to a discussion about what this training should look like and what skills are needed to train these professionals for contemporary society. At one end of this process there is the journalism professor. Knowing who these professors are and how they prepared themselves for this pedagogical mission was one of the concerns that drove this research.

The preparation of professionals who become professors is a recurring concern in the most diverse areas and institutions of higher education in the country, especially for professionals who are bachelor's degree holders. According to Ziliotto and Poli (2020), the repertoire of practical knowledge is broad, contributing to the students'

education. However, in general, these professionals become professors overnight, handling multiple classes in different courses.

Preparing a professional to serve society and democracy in an ethical, plural, and humanized way is an immense responsibility. Thus, we investigated the essential knowledge required for the practice of a proficient Journalist-Professor, framing our research problem as follows: What knowledge is needed to be a Journalist-Professor in the 21st century? The overarching objective was to comprehend the requisite knowledge for a teaching journalist in contemporary times. The theoretical foundation primarily rested on Tardif and Freire, fostering a meaningful dialogue with scholars from the critical theory of education and journalism pedagogy.

## Theoretical Reference

Studies on teachers' knowledge make up a broad and diverse field that has been developing for several decades all over the world. Authors such as Nóvoa (1991), Tardif (2014) and Gauthier et al. (2013) point out that, around the 1980s, research in the field of education put teachers at the center of scientific interests and academic studies. According to Gauthier et al. (2013), as research progresses, we begin to understand that the teaching profession has specific knowledge and so the previous conception, which was presented as a profession without specific knowledge, gives way to a profession with its own specific teaching knowledge.

In *Pedagogy of Autonomy*, Paulo Freire (2009) presents the knowledge he considers necessary for educational practice: 1 - There is no teaching without learning; 2 - Teaching is not transferring knowledge; 3 - Teaching is a human specificity. The knowledge presented by Freire can also help us understand Tardif's categorization.

"Teaching necessarily means entering into a relationship with the other. In order for this relationship to be established, the teacher and the students need to understand each other" (TARDIF, 2002, p. 222). For the author, teaching work is characterized by "a high degree of indeterminacy in the execution of the work process, which requires professionals to make judgments in action situations" (TARDIF, 2002, p. 249). With these statements, Tardif classifies them as professional knowledge, disciplinary knowledge, curricular knowledge and experiential knowledge.

Professional training knowledge is a body of knowledge transmitted by teacher training institutions. Disciplinary knowledge is now integrated into universities in the form of disciplines (e.g., history, literature, etc.) and are conveyed in courses and university departments independent of education faculties and teacher training programs. Curricular knowledge corresponds to the discourses, objectives, contents and methods from which the school institution categorizes and presents the social knowledge it defines. They are concretely presented in the form of school programs that teachers must learn to apply (TARDIF, 2002, p. 38). Experiential knowledge is based on their daily work and knowledge of their environment. This knowledge arises from experience and it is validated by it (TARDIF, 2002, p. 39).

In addition to the knowledge researched in education, the term "pedagogy of journalism" emerged during our research. As with teaching, journalism also suffers from the difficulty of being recognized as a profession and as a science. It is in this sense that Meditsch (1992) believes that ignoring the fact that journalism produces a specific type of knowledge harms both its teaching and its practice, which is reduced to something purely technical, with journalists (those who produce this knowledge) submitting to the companies that hire them. The solution to this problem, in his view, lies in a pedagogy "[...] that aims to train professionals who are effectively critical and competent, creative and capable of transforming reality" (MEDITSCH, 1992, p. 81).

Although pedagogy and journalism are situated in different areas of knowledge, Freire's proposal can be thought of from the reality of the journalistic field. [...] Education and journalism are characterized by suffering constant pressures that prevent them from being fully used as instruments of social transformation. (MEDITSCH; KRONBAUER; BEZERRA, 2020, p. 33).

## Methodological path

To understand how the construction of teaching knowledge among journalism professors is carried out, the research employed life stories within the methodology of narrative. The choice of this type of approach arose from an interest in better understanding the training processes of the professors interviewed, since education and training are processes of transformation that take place constantly from childhood onwards. The use of memoirs, autobiographies and narratives stands out in the studies carried out by Josso (2006). The author emphasizes the importance of biography as a formative instance for the individual. By recounting their life story, one can gain a

clearer understanding of the professional mechanisms that drive them, providing deeper insights into the teaching and learning processes they experienced throughout their entire period of education.

By recognizing how their training influences their representations and actions, the subjects appear to develop a sense of reflexivity. Upon scrutinizing their formative processes, these individuals comprehend that their professional constitution is intricately linked to their personal constitution. This understanding contributes to elucidating the reasons guiding their actions.

The main tool for producing data from the subjects' life stories and training was the interview. In addition, prior dialogues were held with the interviewees to generate reflection, connection and closeness, and later contacts were made to delve deeper into topics that needed further clarification. According to Silva et al (2007, p. 31), it is in the relationship of complicity between the researchers and the individuals being researched that we find the "possibility for those who narrate their story to experience a re-signification of their journey and to continue to construct meaning in the face of this addressed account".

The research was carried out at the journalism courses of two community universities in Santa Catarina: one in the Western Region and the other in Vale do Itajaí. The subjects were four journalism professors, two from each educational institution, with a degree in journalism and more or less teaching time at each institution. All interviews were conducted remotely via video (due to the ongoing pandemic), amounting to over ten hours of conversations. These interviews were guided by a script comprising approximately thirty notes, following a life story itinerary intertwined with the professional training of the Journalist-Professors.

## Protagonists

As a rule, the "research object" or "researched" is called the "research subject". From the outset of the project, when we chose life stories as our method, we preferred to call our subjects "protagonists". For ethical reasons, their names have not been disclosed, so we have used fictitious names, keeping the same genders.

Ana has been a journalist for 15 years and a journalism professor for 12. She is among those who have been working the longest on the course where she teaches. She spent most of her school life in public schools and she has many memories of all the stages, from kindergarten onwards. The third public school attended during high school was where her choice for journalism was made, advised by a teacher. From the time of university experience, the best memories are of the professors, three of whom were the ones who made her reflect the most about life.

During her undergraduate studies, Professor Ana interned at a local newspaper, worked extensively, became somewhat disillusioned with the profession, and even before completing the degree, she transitioned to a Master's program in communication as a full-time scholarship holder. Later, in the last month of her Master's program, at the age of 25, she was invited to conduct a workshop at a university and she has been a professor there ever since. She has worked for many years in the management of the journalism course. She is a mother and combines all of this with her role as a journalist, concurrently working on freelance projects. Ana is a passionate advocate for journalism and for teaching journalism.

João has been a journalist for 14 years and a journalism professor for 8. He is among those with the least time working on the course where he teaches. His school career took place in public and private schools, including a religious school. At the age of 17, the journalism course at a community university brought João a total enchantment. After graduating, he was a partner in a local newspaper and it lasted for five and a half years. At the age of 30, he was invited to try his hand at teaching journalism at the same university where he had graduated. Today, he has been there for 8 years. He has a master's degree and a doctorate, both in journalism, and he also works as a bank clerk, since he passed a public examination. João is a staunch defender of the journalism course and its indispensability for entering the job market.

José has been a journalist for nine years and a journalism professor for a year. He is the youngest and most recent professor on the course where he teaches. He always studied in public institutions and, in fact, he had a knack for teaching from an early age. Once at a federal university, José found himself enchanted by higher education. In four years, he graduated in journalism and promptly pursued studies in literature. He then went on to complete a Master's degree and a PhD in the field of communication, as a scholarship holder, spending six years exclusively dedicated to research. Nine years after graduating in journalism, he returned to the course as a professor in a city far from home and his original university.

Maria has been a journalist for 40 years and a journalism professor for 26. She is one of the most experienced professors on the course where she works, which is still the same university where she started 26 years ago. Her school career is remarkable, since before entering school she only spoke German: "I started school not knowing how

to speak a word of Portuguese. It was traumatic. Only one teacher came to talk to me and changed the whole story [...] I fell in love with Portuguese.”

At university, the passion was reinforced. Maria had personal contact with professors who were prominent journalists and politicians, and during internships, she interacted with writers. From this, a dream of working in newspapers and radio emerged, which she achieved in leading media outlets for decades. She specialized in cultural studies, pursued a master’s degree in communication, and completed a doctorate in language sciences. She is passionate about education.

### Interpretative data analysis

After transcribing and reading the four interviews in depth, the data was analyzed using categorization tables based on Tardif’s theoretical framework of teaching knowledge: experiential, professional training, disciplinary and curricular. In the first large categorization table, we inserted all the statements from the professors surveyed that identified with the categories. Having completed this first table, it became clear that among the teaching knowledge classified by Tardif, two of them were in the vast majority of the protagonists’ speeches: experiential knowledge and professional training knowledge.

Moving on to the second categorization table, we decided to focus on the two predominant pieces of knowledge in the protagonists’ responses. At this point, we reduced the speeches, summarizing them and translating them into concepts. Based on these concepts, we arrived at a synoptic table of the Teaching Knowledge of Journalist-Professors, which defined our subcategories.

**Table 1** - Synoptic table of teaching knowledge

THEME	CATEGORIES	SUBCATEGORIES
Teaching Knowledge of the Journalist-Professor	Experiential Knowledge	<ul style="list-style-type: none"> <li>● Living and teaching</li> <li>● Dialog is knowing</li> <li>● Professor-Journalist</li> <li>● Journalist-Professor</li> <li>● Being-Human-knowledge</li> </ul>
	Vocational Training Knowledge	<ul style="list-style-type: none"> <li>● No answers</li> <li>● Continuing Education</li> <li>● The responsibility for more journalists</li> </ul>

Source: Prepared by the author (2022)

### Experiential Knowledge Living and Teaching

The construction of a teacher involves part of the life or a large part of the experience of the person who sets out to teach. “The teacher is the person. And an important part of the person is the teacher” (NIAS, 1991). The greatest learning comes in the classroom, not as a student, but as a teacher.

Ana talks about this construction:

I don’t think we ever prepare to be professors. Only in the classroom, and even there, it’s a stretch! Sometimes we take a couple of semesters to learn, because we never learn, right? Because a master’s degree doesn’t prepare you to be a professor, it prepares you to do research. The degree prepares you for the market. So, in fact, there’s nowhere for us to learn to be professors, only the classroom itself.

João still remembers the beginning of his teaching career:

I went into teaching scared to death, but going into the classroom is still a very crazy experience. And I learned the content and the practice of doing it, the question of teaching came by doing it, how to make a plan.

José points out that he felt totally unprepared, but his age, 30, when he started his teaching career, may have helped him get closer to the students. Maria goes further and cites the parallel to human development:

I learned from day to day. That's where we feed off each other as people, as individuals. As a professor, I make sure that the student develops as a person, as an individual and as a professional. It also affects my life.

This experiential knowledge, tested and proven by those surveyed, is one of the main objects of Tardif and Freire's work and thesis. In experiential knowledge, teachers develop their own individual and collective know-how as they carry out their teaching duties, building the basis of their professional experience.

When Freire (2009) states that there is no teaching without learning, he attributes to teacher training an experiential character from which knowledge originates, where it becomes essential to realize that the relationship between the teacher as the subject of knowledge and the student as its object cannot be justified. Teacher and student are not limited to a relationship that makes them each other's object.

### **Dialog is knowledge**

Given that the teacher's know-how is built by working directly with the students, it is essential that the exchange of knowledge is mutual and stimulated. Our protagonists made this very clear during all their speeches, going far beyond the concern with participation, but rather encouraging student protagonism as a premise for constructing the lesson and, consequently, knowledge based on their demands. Maria, even with all her experience:

You'll engage the class based on their content, their repertoire, their knowledge. I think the lesson is built in the classroom, with people.

José emphasizes the issue of trust between the parties:

So, my class is a dialog, it's the student talking to me all the time. I believe in establishing an affectionate relationship, so that the student trusts me and we can learn together.

Ana prepares her plan respecting and taking into account the characteristics of the group of students. Making it clear that the same lesson, the same syllabus, the same curriculum can be totally different for a different group.

Dialogue, speaking and listening are teaching skills, which are not only made up of scientific and pedagogical knowledge, but, according to Freire (2009), these skills make it essential for teachers to recognize themselves as thinking beings, endowed with interests and moved by questions that drive their speech so that it becomes an apprenticeship in listening. Tardif (2002, p. 222) states: "Teaching necessarily means entering into a relationship with the other. Now, for this relationship to be established, the teacher and the students need to understand each other at least a little."

Other analyses of research carried out by Tardif (2012) point out that the object of teachers' work is human beings and, for this reason, teachers' knowledge bears the marks of their object of work. The relationship established between teacher and student is the pinnacle of the pedagogical process. There is no separating the reality in class from the reality of the world experienced by students, and since this relationship is a "two-way street", both teacher and student can teach and learn from their experiences. The protagonists understand and defend that it is up to the professors to learn that in order to carry out their real role they need to combine authority, respect and affection.

### **Professor-Journalist**

The aim of the research was to distinguish the teaching knowledge of journalists who have become professors, which is why we use the term "Professor-Journalist". However, during the interviews, there was a concern on the part of the protagonists about "being more of a journalist than a professor in the classroom".

José warned:

We have to remember that in the classroom we are not journalists, we are professors.

Ana is very concerned about the situation:

The guy is good in the business, he performs well there, but he can't seem to make a breakthrough



in the academy. And then, the classes don't work, the students can't grasp it, it doesn't catch on, there's no connection, it doesn't actually materialize. That's complex.

Maria, with a lot of market experience, recalled the beginning of her career when she had just left a major newspaper's editorial team to start teaching.

I started teaching, it was a shock for me, I demanded deadlines from students as in a professional newspaper.

How can individuals who transition from being journalists, with a background in journalism, to becoming professors excel in their teaching role? Is it imperative for them to prioritize their identity as professors in the classroom? According to Tardif (2014, p. 31), irrespective of the professor's original profession, "Above all, the professor is someone who knows something, and their function is to transmit this knowledge to others."

As evident in the testimonials of our protagonists, the prevalent absence of a theoretical foundation in teaching within Brazilian journalism courses leads many professors to acquire teaching skills through practical experience. As noted by Meditsch (2018, p. 17):

Even though the Law of Guidelines and Bases of National Education establishes that the training of university professors should take place in postgraduate courses, in our area, as in many others, the practice prevails of turning to training at this level only to train researchers. However, as the market for these researchers in our country continues to be almost exclusively teaching, a space for the debate on pedagogy should be ensured in all master's and doctoral programs.

Concerns about the pedagogical training of university professors in journalism remain confined to a small group, primarily comprising the professors themselves. The reality is that these individuals are first journalists and then professors. As our protagonists emphasized, the endeavor is to enhance their proficiency as journalism educators and cultivate better journalists.

### **Journalist-Professor**

If, on the one hand, "professors who are journalists" can forget that they are professors and compromise their role as educators, on the other hand, being a journalist who brings all the market experience - executed in the field, with didactics, to the classroom, is enriching for their students. Not all of our respondents had this opportunity, but they all agree that it makes a difference when it comes to teaching.

João believes that he only had the opportunity to go into teaching because of his career as a partner, reporter and editor at a local newspaper.

I wouldn't be the same professor if I didn't have professional experience in the job market. Never! I'm only there for that, you know? Because I spent five and a half years on the market, doing it! [...] How am I going to tell my student what it's like if I've never done it?

Maria is also unable to see her teaching career in isolation from her career in newspapers and radio. On the other hand, because she has been a professor for so long, she can make the opposite correlation.

I think having taught made me see things that I didn't see when I was working! But the other way around too, obviously. What's the difference between a trained journalist with a formal education and someone who was just shaped by the market? The difference lies in ethics, in reflection on practice, right?

Ana presents knowledge and understanding of practice as great allies in the classroom, a great reinforcement.

I can project some experiences I've had in the field. So I think it helps me relate to theory in many ways.

Tardif (2012, p. 122) challenges the reinvention of the relations established between university and school, arguing that "the production of knowledge about teaching can no longer be the exclusive privilege of researchers, and

that researchers must recognize that teachers also possess knowledge that is different from university knowledge”.

In the case of Journalist-Professors, according to our research subjects, knowledge of the job market is indispensable. Ana makes a hypothetical proposal:

I think the ideal would be to combine the two, right? But I don't know if it's possible.

Maria also believes that it is essential to be involved in both activities at the same time, but this is not exactly the truth in most cases due to a number of factors, the main one being the high workload that professors have to accept and, on the other hand, the high workload and arduous working hours of journalists in the job market:

To be able to teach, you have to leave the job market. Look at the contradiction! I miss it, the newsroom is my place, it's where I feel I belong, it's a place of professional identity, you know?

We have seen that the dispersion between practice and theory, which is a problem felt and reported by the students, has its origins in the construction of the teaching know-how. Strengthening professional training is a hope that, along with the characteristics of experiential knowledge, can be amalgamated.

### **Being-Human-knowledge**

Another subcategory identified within Experiential Knowledge is a form of summarizing and reinforcing the universality of experiential knowledge, termed Being-Human-Knowledge. Some questions posed to our protagonists explored how their experiences as students and professionals shaped their teaching. Ana responded that everything consistently influences her:

Who I am, the way I feel, the way I see, the journeys I take, [...] all of this adds up and makes me teach one way, one way and not another.

José recalled that some of his know-how as a professor comes from when he was a student:

I'm 30, so that makes it easier and it helps me. Part of our training as professors comes from the contact we had while we were students.

Maria says that the longer she has been a professor, the more she needs new students:

I'm 61 and we keep it going because of them, because of the students. And one of the semesters I enjoy working on the most is the first one. It's all to be discovered.

The notes and recollections of our respondents fit into Freire's last categorization, which assumes that teaching is a human specificity. He points out that teaching requires confidence, professional competence and generosity, referring to the fact that “the teacher who does not take his training seriously, who does not study, who does not strive to be equal to his task does not have the moral strength to coordinate the activities of his class” (FREIRE, 2009, p. 92).

When the interviewees relate their know-how to age and mention that they need students all the time, they confirm Tardif's theories that the knowledge of teachers is acquired over time, meaning it is temporal.

Maria says:

I can't just think about the content. There are external and emotional, internal variables that will interfere with your work. And if you don't take this into account, you're ignoring this person, because they're not just what they produce, they're also what they feel.

In her research for *O Bom Professor e Sua Prática* (The Good Teacher and His Practice) (1992), author Maria Isabel da Cunha notes that for students, a good teacher is measured by their ability to be close, from an affective point of view.

There is a knowledge here proportional to humanity; the more sensitivity and empathy, the better the teacher. Throughout the research, in our lives, who are the teachers who made the most difference and, in fact, changed the

course of things? Certainly, they are the teachers who learned, from their own students, how to be educators who “nourish” themselves with humanity, who refine their skills, who may even be tough, but are the ones who, as Freire mentions, do not exempt themselves from their responsibilities. One of these responsibilities is to participate in the development of human beings.

## **Knowledge of Vocational Training**

### **No answers**

Professional training knowledge is categorized by Tardif (2002) as a set of knowledge transmitted by teacher training institutions.

Freire (2009) avoids presenting clear categorizations when discussing teacher training; instead, he encourages critical reflection for restructuring and forming new concepts. Only when teachers critically examine their pedagogical actions can they discern both successes and failures. This process allows them to transcend from practical activism to true praxis, facilitating changes in their teaching thinking and acting.

In research, the training of professors, in this case, journalism professors, is different from the training of teachers in the education field. With our interviewees - and in the majority of journalism courses in Brazil - the professors have no professional training for teaching. The survey “Who is the Brazilian Journalist” (FENAJ; UFSC, 2012), from the Graduate Program in Political Sociology at UFSC, in partnership with the National Federation of Journalists (FENAJ), surveyed 6,650 Brazilian journalists. Of the journalists who predominantly work as professors, 87.9% have a degree in journalism and only 5.6% have a degree in education.

Our four respondents are journalism graduates. None of them considered teaching during their journalism studies. All sought additional training after graduation, yet they feel they still lacked the necessary preparation for teaching. All four professors hold a master’s degree, and three are either doctors or pursuing doctoral studies.

Upon commencing her teaching career, Ana already held a master’s degree in communication and media. Despite her academic background, she felt entirely unprepared. Subsequently, while already teaching at the university, she was somewhat compelled by the administration to pursue a postgraduate degree in higher education teaching.

The postgraduate studies didn’t bring answers, but many provocations, many problematizations that were crucial in my development as a teacher.

Similar to João, he also commenced teaching with a postgraduate degree, an experience that, according to him, opened up new perspectives:

[...] I felt the need for a deeper theoretical discussion, to be able to bring in other references. That’s why I decided to do a master’s degree (...) It made all the difference to take all this information with you, to better understand what it is, the areas: research, teaching, extension.

José explains his concern because of his lack of preparation for teaching:

Since the doctoral program, the group had a concern about not being adequately prepared for teaching in postgraduate studies. We even took a discipline at the PPGE, which was teaching in higher education.

Maria began her teaching career with a specialization in cultural studies, and she remembers how important it is to keep up to date:

I didn’t study for 13 years, so when I returned for my master’s degree it was a shock to me! I saw how much things have changed, so it’s important because you don’t just stay on autopilot, right?

It’s exactly what Paulo Freire records in “Fear and Courage: The Daily Life of the Teacher”:

Our experience at university tends to shape us at a distance from reality. The concepts we study at university can work to separate us from the concrete reality to which they supposedly refer. (FREIRE; SHOR, 1987, p. 131).



Thus, the construction of teacher knowledge involves the development of theoretical and practical knowledge, especially when we think of education as praxis. The professor attentive to this remodels the theoretical knowledge they acquire and does not consider definitive those produced in their practice because educational acts are social, reflective, situated, and abstracted from concrete and specific social contexts. The dichotomy occurs when, in the relationship between academic knowledge and experiential knowledge, theoretical knowledge is seen as true and indisputable, directly applicable in practice.

Bringing the reflection back to higher education and our research, without these foundations of education, Journalist-Professors, as well as any bachelor who teaches, continue to have “no answers” about teaching practice, other than those developed through experience, as Professor Ana said.

### **Continuing education**

If teachers' knowledge is temporal, as per Tardif, and requires constant transformation, as Freire suggests, it is evident that teachers need ongoing training. This was one of the issues identified in our research.

João mentions that the university has a continuing education program.

If I have any doubt about a teaching method or a plan, there will be someone there to help you resolve them.

The professor says that he was even allowed by the institution to do a master's degree at another university, meaning that he had paid hours for further training. José explains how it happens at the university where he currently teaches:

At the beginning of the semester there's an event focused on teaching, what it's like to teach, what it's like to be a professor, with the PPGE professors.

Maria also notes that the institution where she teaches offers the resource:

I see the importance of this reflection, of knowing how to do things, of seeing why you do things the way you do. My colleagues who also came from the market and I have already questioned this aspect of pedagogy a bit. Where does what I, as a professor, am saying and doing come into play? Because what we feel as professors is nowhere to be found. There's a lot of theory. But we're not listened to very much, unlike what you (Fabiana) are doing, you know?

Maria's feelings are very well described by Tardif. The author seeks to establish a new epistemology of professional teaching practice, giving visibility to the “body of knowledge actually used by professionals in their daily work space to carry out all their tasks” (TARDIF, 2012, p. 255). To this end, Maurice Tardif challenges the reinvention of the relations established between university and school, arguing that “the production of knowledge about teaching can no longer be the exclusive privilege of researchers, and that researchers must recognize that teachers also possess knowledge that is different from university knowledge” (TARDIF, 2012, p. 122). In his view, one of the biggest problems is precisely that “researchers are much more interested in what teachers should be, do and know than in what they actually are, do and know” (TARDIF, 2012, p. 259).

Updating journalism professors is even more urgent because of the social function of the profession and the “object” of their work, which is information. It is up to the Journalist-Professor to adopt a new attitude so that their teaching practice can contribute to the student - future journalist. Nóvoa (1991) points out that permanent and continuous training is a requirement imposed by the market on all professionals, and that in recent years it has fallen much more heavily on the teachers.

Like our protagonists, we agree that continuing education, that is contextualized and embedded in the praxis of journalism teaching, is extremely necessary.

### **The responsibility for more journalists**

Whoever says that you don't need a journalism degree to do journalism, I ask how many problems we have in the field of journalism precisely because of a lack of training?

Professor João's question is the keynote of a problem that goes far beyond higher education and affects the job market and, even more so, society and its citizens. Practicing journalism without proper training can be - not always but sometimes - synonymous with a lack of responsibility, ethics, and commitment to the truth. Still, for João, studying journalism at university is:

Reflecting on the impact, the importance of my social role, right?

So do the other professors interviewed. Maria points out:

So much so that I tell students: what's the difference between a trained journalist, who has a degree, and a guy who's just been shaped in the market? The difference lies in ethics, in reflection on practice, right?

For José:

I think it's an ethical, civic education, understanding what the journalism professional is. [...] I think this will influence the practice, understanding oneself as a citizen, as being a pillar of society, of democracy. You're not there just to learn how to make a news report.

Professor Ana argues and explains the goal of a good journalism education:

Bringing in a more qualified journalist, with a more critical eye, with a reflective process, attentive to what is happening and with the ability to critically read the surroundings.

Freire makes it clear that there is no point in being an intellectual, a researcher, if there is no criticality that seeks doubt in relation to the certainties that are supposed to have been acquired during training to become a teacher.

This is just a moment in my teaching career. Just as important as teaching the content is my ethical witness when I teach it. (FREIRE, 2011, p. 94-101).

Meditich, Kronbauer and Bezerra (2020, p. 33) reflect that to study the pedagogical dimensions of journalism is also to discuss the role of the academic training of journalists:

But, after all, what are universities for? [...] How do journalism schools debate the relationship between the state and the media? Are the courses preparing future professionals for an ethical practice of journalism? Is a different kind of journalism possible?

Freire is also concerned with the transformative action of intellectual activity:

[...] the more this dichotomy between reading words and reading reality is exercised at school [...] we become, more and more, specialists in reading words, without worrying about linking reading with a better understanding of the world. A dichotomized pedagogy like this diminishes the power of intellectual study to help transform reality. (FREIRE; SHOR, p. 115).

Thus, teachers and journalists are transformers of realities. We need to establish effective mechanisms to control the ethical quality of information. There is an urgent need for professionals who think logically, investigate without prejudice, write and report clearly and impartially about the truth of the facts. Our protagonists are aware that the journalistic activity will not change for the better solely with the new generation formed from them. We know that the performance of institutions in all environments where professionals work does not depend solely on the journalist. The hope is that, by incorporating the values learned in the academy, these new professionals will be able to have the necessary arguments and make better choices for the good practice of their profession and citizenship.

## Final considerations

When Maria, a professor with more than twenty years' teaching experience, said that she had never been asked about her knowledge, she referenced, even without quoting, Tardif, when he insists that we need to research what teachers know and not what they should know.

The life stories of each protagonist corroborate that experiential knowledge is what shapes a good professor from the start of their teaching career. The enchantment with certain teachers cited by the protagonists throughout their school life from the very beginning; the teacher who “saved” Maria when she entered school without speaking a word of Portuguese; the teachers who inspired them when they chose the entrance exam; the transformations that they, as human beings, already identified as students; the distinction between good and bad teachers and from them what to follow and what not to follow; the welcome from some teachers that ended up turning into identification and affection; living a long way from the family to study or teach. All these topics are the result of research and have an investigative-formative nature.

Coincidentally or not, in the case of our respondents, the journalism bachelors entered the teaching profession without any prior planning. They went into teaching at the drop of a hat, even though they had experienced becoming teachers throughout their lives. However, all of them felt lost in the beginning, working through trial and error, building their teaching identity day by day. They had technical knowledge and experience as a starting point, acquiring pedagogical experiences throughout their teaching careers.

Teaching knowledge originates in practice and is acquired over time through experience and interaction with students, as advocated by Tardif, Freire, and other cited authors. However, this experiential knowledge should not be the unique source, raising concerns about the problematization of praxis.

Each person’s knowledge, their identity, their life experiences from birth, their unique relationship with each student in countless moments, the recognition of each being involved as a thinking being with their own unique universe, each motivating action that leads each student to learn in different ways, each person’s ideology, their social conditions in life, their emotional condition throughout their lives or at the moment, even the route they take to school or what they ate (or didn’t eat) before entering the classroom, all this interfere with learning.

What we need is ethics and methodology! That’s why it’s so urgent to bring all the experiential knowledge mentioned above closer to professional or pedagogical knowledge. We have seen that, based on our protagonists, experiential knowledge is (perhaps the only) knowledge that governs them as professors in higher education, not for lack of desire, but for lack of opportunity, because there is no pedagogical training for university teaching in most Brazilian bachelor’s degree courses.

According to what we have seen, one of the major impediments to the professionalization of teaching is that teacher training and its disciplinary knowledge are produced separately, as if in a bubble, disconnected. Theorists and researchers in the educational sciences do not work in schools. Teaching and journalism itself have this difficulty in pedagogical praxis, which is invalidated on the path between theory and practice. Journalism and Pedagogy, as Meditch reflected, produce science without recognizing this production.

But this path to professionalization is slowly being built. In the meantime, as our protagonists suggest, it is necessary to analyze and improve one’s own practice, to value the knowledge of pedagogical action (even if not from professional training), to reflect critically on the basis of scientific knowledge, to use the theoretical background (which is so lacking in teaching practice) obtained in postgraduate studies to enrich one’s lessons, to plan, organize and evaluate one’s teaching.

An important point made by the professors surveyed is the need for pedagogical disciplines in postgraduate programs.

From the reflections of the research, several key aspects of knowledge needed to be a teaching journalist in contemporary times have emerged. These include being a graduate journalist, aspiring to be a professor, having completed a postgraduate course, possessing experience or a basic understanding of the journalism job market, staying consistently up-to-date, recognizing that teaching is learned through the teaching process, fostering constant dialogue with students, realizing that professional journalism practice alone does not qualify one as a teacher, understanding teaching as a human specificity, engaging in ongoing training, and acknowledging the responsibility for training new journalists.

The “no answers” quoted by Professor Ana, when asked about what post-graduation has brought her, is followed by “but many provocations, many problematizations.” The lessons learned from education and journalism are endless. Knowledge about the skills needed to practice as a Journalist-Professor is, and always will be, in the process of being built up.

## References

CUNHA, M. I. **O bom professor e sua prática**. 2 ed. São Paulo: Papirus, 1992.

FREIRE, P. **Pedagogia da autonomia: saberes necessários à prática educativa**. São Paulo: Paz e Terra, 2009.

FREIRE, P.; SHOR, I. **Medo e ousadia**: o cotidiano do professor. 5. ed. Rio de Janeiro: Paz e Terra, 1987

GAUTHIER, C. et al. **Por uma teoria da Pedagogia**. Ijuí-RS: UNIJUÍ, 2013.

JOSSO, M.-C. Os relatos de histórias de vida como desvelamento dos desafios existenciais da formação e do conhecimento: destinos sócio-culturais e projetos de vida programados na invenção de si. In: SOUZA, E.C., ABRAHÃO, M.H.M.B. (Orgs). **Tempos, narrativas e ficções**: a invenção de si. Porto Alegre/Salvador, EDIPUCRS/EDUNEB, 2006.

MEDITSCH, E. **O conhecimento do jornalismo**. Florianópolis: UFSC, 1992.

MEDITSCH, E.; KRONBAUER, J.; BEZERRA, J. F. (Org.). **Pedagogia do jornalismo**: Desafios, experiências e inovações. Florianópolis: Insular, 2020.

SILVA, A. B., C., NOGUEIRA, M.; BARROS, V. **Conte-me sua história**: Reflexões sobre o método de história de vida. Estudos em Psicologia. 2007.

TARDIF, M. Os professores enquanto sujeitos do conhecimento: subjetividade, prática, e saberes no magistério. CANDAU, V. M. (org.). **Didática, currículo e saberes escolares**. Rio de Janeiro: DP&A, 2002.

TARDIF, M. **Saberes docentes e formação profissional**. Petrópolis: Vozes, 2012.

NÓVOA, Antônio. Concepções e práticas da formação contínua de professores: In: \_\_\_\_\_ (Org.). **Formação contínua de professores**: realidade e perspectivas. Portugal: Universidade de Aveiro, 1991.

ZILLOTTO, A.; POLI, O. L. Pesquisa, docência e conhecimento: desafios para a pós-graduação em tempos de conservadorismo reacionário. 2020. **SENPE - Seminário Nacional de Pesquisa em Educação**. Acesso em 02 de set de 2021.

## About the authors

### Ivo Dickmann

*educador.ivo@unochapeco.edu.br*

Coordinator of the Postgraduate Program in Education (Master's and Doctorate) and professor-researcher of the Postgraduate Program in Health Sciences (Master's and Doctorate) at Unochapecó. Post-doctorate in Education (Uninove). Doctorate and Master's degree in Education from Universidade Federal do Paraná (UFPR). Bachelor's degree in Philosophy and degree in Pedagogy. Main focus of activity and research: Thought of Paulo Freire, Ecopedagogy, Teacher Training in Health. Leader of the interinstitutional research group Palavração - Research Group in Education and Ecopedagogy, registered with CNPq.

### Fabiana Elora do Nascimento

*fabiana.nascimento@unochapeco.edu.br*

Master's degree in Education from Unochapecó, advised by Professor Dr. Ireno Antônio Berticelli. Graduated in Social Communication with a specialization in Journalism from Universidade do Vale do Itajaí (2000). Has 20 years of experience in the area of television journalism.

Received on: 10/17/2023

Accepted on: 08/20/2024

Responsible editors:

Marialva Barbosa and Sonia Virgínia Moreira



This article is published in Open Access under the **Creative Commons Attribution 4.0 International License (CC-BY)**. The authors retain all copyrights, transferring to Intercom: Revista Brasileira de Ciências da Comunicação the right to carry out the original publication and keep it updated