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# **THE USE OF NEW MEDIA IN JOURNALISM EDUCATION**

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CHAPTER  
FIVE

**THE USE OF NEW MEDIA IN  
JOURNALISM EDUCATION**

*Balarabe Maikaba*

**Introduction**

The invention of new media over a decade ago has transformed the way many people, communities, and organizations relate and communicate (Ngai, Tao & Moon 2014; Bruns 2008; Pavlik, 2001). New media refers to content available on demand through the internet accessible on any digital device usually containing interactive user feedback and creative participation (Pavlik, 2001). According to New Media Institute, “New media is a 21<sup>st</sup> century term used to define all that is related to the internet and inter play between technologies, images, and sound, in fact, the definition of new media changes daily, and will continue to do so. Kaplan and Haelein in Ngai, Tao & Moon (2014) defined social media which is part of new media as “a group of internet based applications that build on the ideological and technological foundations of web 2.0, and allow the creation and exchange of user generated content”. Common examples of new media include: websites (such as online newspapers), blogs, wikis, video games and social networks (such as Facebook, Youtube, Instagram, LinkedIn, WhatsApp, Google+ among others) (Abdulkareem, 2015).

The technologies of new media can be seen in many aspects of human activity, be they private, social or educational (Prinzel-kanla, 2015) Web-based (New Media) technologies have emerged as zones for information sharing , collaborations, community formation and extension (Suter, Alexander, & Kaplan 2015, Junco, Heigert & Token, 2010, Abdulkareem 2015)

The content of new media are accessed anytime, anywhere, on any supportive digital device. It is also interactive and user-friendly with the possibility of immediate feedback. Technologies described as new media are digital, often having characteristics of being manipulated, networkable, compressible, and interactive. Wikipedia, an online encyclopedia, is an example that combines internet accessible digital text, image and video with web-links, creative participation of contributors, interactive feedback and formation of virtual community for the benefit of users.

Abdulkareem, (2015) described the power of new/social media in our contemporary societies;

“... Social networks are becoming less complex and more accessible; where young and older people can create in today's social space, is undoubtedly one of the most powerful origin of information and news, and content updates aided by platforms like twitter, face book and wikis”

Even though studies have indicated some challenges of using the new media which include issues of ethical concerns, security, impersonation and the like, the new media have served and will continue to serve as veritable tools for the enhancement of teaching, research and learning in educational institutions (Abdulkareem, 2015; Prinzel-Kania, 2014; Choi and Kang 2013; Hussain 2012). The uses of new media in educational institutions vary; some for information seeking, while others for information sharing, friendship or learning and research (Choi and Kang 2013).

New media have influenced in higher education settings in many ways They serve as sources and means of information dissemination, and change how supportive units like admissions, alumni relations, sports, libraries, etc operate. Students also use the new media mostly to undertake assignments and note taking and use it outside classroom to socialize and network with fellow students. Academics on the other hand are using the technology particularly for research purposes and social interactions, and to improve learning as well as network with the outside world for knowledge sharing (Hrastinski & Dennon, 2012). Also Hussain (2012) opines that “the innovative usage of new media have generated new opportunities of sharing academic experiences and research practices of the eminent scholars of the world, it appears to be reshaping the instruction and instructional interactions and internet has promoted virtual interactions for sharing research findings.”

In contemporary times, the use of new media is almost inevitable in education especially if the intention is to offer a valid representation of what goes on in professional practice. New media can support different learning styles and thus can help educators do justice to what is being taught.

Even though, it differs based on the information and communication technology advancement of the institutions, new media have evidently aided academic endeavors worldwide, mass communication/ journalism inclusive. This is demonstrated by the academic journals in diverse fields available online as well as online programs that eliminate distance barriers between teacher and students in different parts of the world.

Mass communication/Journalism education across the globe has benefited immensely from the opportunities provided by new media. It simplifies access to academic journals, books and other e-learning materials of communication or journalism/mass communication. Also, the new media has made it easier for exchange of ideas, knowledge and research findings among scholars and students around the world.

Studies by Ngai, Tao & Moon (2014); Song & Lin, (2012); Dennis (2013) indicate significant use of new media in journalism, public relations and advertising practice. Puvlik, (2001) argues that “just as new media are transforming how journalists and other professionals do their work, they are changing [how] educators perform their work as teachers and scholars”. Email has greatly enhanced communication among research team, between lecturers and students; it enables twenty-four hour communication.

Bayero university Kano, Mass Communication Department was established over thirty years ago as the first in the Northern section of Nigeria. The Department has the mandate of producing professional communicators that will fill the vacancies created by the establishment of media stations in the region and to train indigenous academicians. The Department has produced thousands of graduates at both undergraduate and postgraduate levels. The staff and students of the department have not been left out in utilizing the opportunities of the new media as it has state of the art internet facilities, an e-library, digital FM station (B.U.K.F.M) etc and this could have implications on the process of teaching and learning amongst staff and students. Palvik (2001) stated the ways new media have implication on Journalism/Mass Communication education;

New Media technology has important implications for journalism education/ mass communication education. These implications fall into four broad areas; (1) How new media are transforming how we teach and research journalism/mass communication, or how educators do their work. (2) How New media are transforming the content of what we teach (3) How New media are transforming the structure of Journalism and Mass communication education schools, department, as well as universities and other institutions of higher education (4) How New media are transforming the relationship between Journalism educators and variety of publics including students, funders, competitors and others.

## **Problem Statement**

The advent of new media has revolutionized the life of the global community in many ways (Abdulkareem 2015). The dramatic development of new media has helped shape peoples connections with others via different educational and social platforms” (Ngai, Tao & Moon 2014). These media if carefully utilized can play an important role in the process of teaching, research and learning (Prizel-Kania 2014; Abdulkareem, 2015).

New media can serve as means of creation of knowledge sharing communities, collaborations and creativity (Ngai, Tao & Moon 2014). Hussain (2013) is of the opinion that “the innovation usage has generated new opportunities of sharing academic experiences and research practices of the eminent scholars of the world. This means that journalism/mass communication education like other fields is utilizing the benefits of new media and internet in general.

However, a study by Ngai, Tao & Moon (2015) indicate the non-availability of adequate academic publications on new media. And even within the available literature on new media, there are insignificant number on the use of new media on journalism/mass communication education. Against this background, the study intends to explore the implication of use of new media in journalism/mass communication education by staff and students of the discipline at Bayero University, Kano.

## **Purpose and Objectives**

The study seeks to explore the use of new media in journalism/mass communication education amongst academic staff and students of mass communication of Bayero University, Kano as well as the implications of such use. Specifically, the study aims at achieving the following objectives:

1. To explore the use of new media in journalism education amongst academic staff and students of mass communication of Bayero University, Kano.
2. To find out how the use of new media has transformed the teaching, research and learning of journalism/ mass communication education amongst academic staff and students of mass communication of Bayero University, Kano.
3. To identify the type(s) of new media frequently used by academic staff and students of mass communication of Bayero University, Kano.
4. To explore the challenges posed by the use of the new media in teaching, research and learning amongst academic staff and students of mass communication of Bayero University Kano.

## **Research Questions**

1. What is the level of usage of new media in journalism/ mass communication education by staff and students of mass communication of Bayero University,

Kano?

2. To what extent has the use of new media transformed teaching, research and learning among staff and students of mass communication of Bayero University, Kano?
3. What are the types of new media frequently used by academic staff and students of mass communication of Bayero University, Kano?
4. What are the challenges posed by the use of the new media in teaching, research and learning amongst academic staff and students of mass communication of Bayero University, Kano?

### **Method**

The study was conducted to secure information on the implication of the use of new media in the process of teaching, research and learning in journalism/mass communication education. Survey method was used for data collection. The population of the study consists of the entire staff and students of mass communication Department of Bayero University, Kano. According to official figures from the Department, the Department has 793 undergraduate (all regular Levels one to four and Spill-over) and 121 postgraduate students which add together gives an overall total of 914 students and a total of 37 academic staff.

For data collection purposes two research tools: the questionnaire and interview were developed to elicit the opinion and views of the respondents. The researchers validated the research tools through their pilot testing on 10 students and 3 staff of the department. The finalized research tools were administered through a randomly selected sample of 91 respondents. The questionnaire was administered on 91 respondents (which was divided into 79 and 12 for undergraduate and postgraduate students respectively. While five (5) academic staff selected across the teaching ranks were interviewed (i. e a Professor, Associate Professor, Senior Lecturer, Lecturer I and Assistant Lecturer). The response rate was 92% the data were analyzed using the nominal level of measure of frequency count and percentages and the findings were presented in tabular form.

### **Literature Review**

New media have touched and reshaped many aspects of our lives. Studies have indicated that if skillfully applied, multimedia can play a huge role in the process of teaching and learning. (Ngai, Tao, & Moon, 2014) they assist learners access information online and serve as source of information & skills (Prinzel-kania, 2014)

The impact of new media on the journalism profession has brought significant changes to the teaching content and structure of journalism curriculum (Dueze et al, Contanada, and Thornburg in Sung & Lim, 2012)

Buyukbaykal (2014) analyzed the role of communication technologies and education in the information age. Abdulkareem (2015) explored the use and impact of social media on teaching and learning science in Saudi Arabia. He found out that, new media have impact on the enhancement of teaching and learning of science. Also Prizelkania (2014) in his study analyzed how to incorporate ICT and social media in teaching and learning foreign language. Choi & Kang (2013) & Hussain (2012) in their studies examined motives for using new media among undergraduate students.

Pavlik (2001) explored the impact of using new media in journalism/Mass communication education. He summarized the implications of new media in Journalism/Mass communication education into four categories; (1) How new media are transforming journalism educators work (2) How new media are transforming journalism/education schools, department, schools as well as universities and other higher institutions (3) How new media are transforming the content of what journalism educators taught (4) How new media are changing relationship between journalism educators and variety of their publics particularly students.

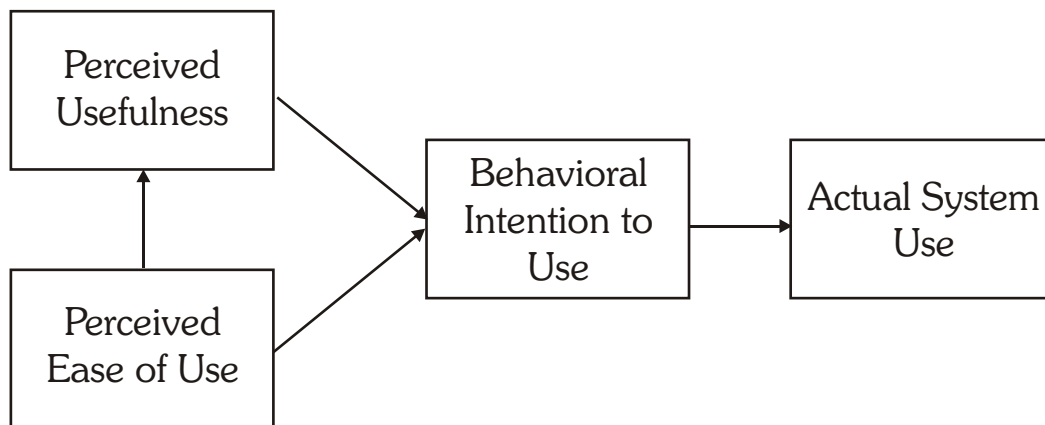
Because new media are transforming the content of what is being taught in fundamental ways, journalism educators are being forced to rethink their entire curriculum. Pavlik (2001) quoted some journalism educators of Minnesota journalism center, A I Tims and Kathleen A. Hayson, cautioning the development of independent new media curriculum, but recommended integrated curriculum that incorporate new media technologies and issues in every course.

The principle of integrating new media in the journalism curriculum was best articulated more than a decade ago by Pulitzer-prize-winning investigative reporter Bill Bedman, who spearheaded the Atlanta-journal constitution's computer assisted coverage of racially discriminatory lending practices at Atlanta-area banks, a practice known as redlining. (Pavlik, 2001).

### **Theoretical Framework**

The theory which serves as a framework for this study is the Technology Acceptance model (TAM). The Model was propounded by Fred Davis in 1989. The model measures perceived usefulness and perceived ease of use as predictors of a user's intent to use computer technology, and their actual usage. Davis wanted to understand why users rejected or accepted information technologies, to better predict, explain and increase user acceptance. The TAM model has since become one of the most established models for predicting user acceptance. The diagram below gives a graphic description of the model. It explains how perceived usefulness and perceived ease of use of technology results in behavioral intention to use and subsequent actual system use.





Source: Davis et. al. (1989), Venkatesh et. Al. (2003)

Chuttur (2009) wrote that Davis relied on the work of Fisbein and Ajzan (1975) who formulated the theory of Reasoned Action and other related studies and refined his conceptual model to propose the Technology Acceptance Model (TAM).

Technology Acceptance Model is considered appropriate for this work because it studies how far the new media has been accepted in journalism education with particular reference to the academic staff and students of Mass Communication of Bayero University, Kano.

### Presentation and Discussion of Findings

Table 1: Questionnaire Return Rate

Question	No. Of Respondents	Percentage
Returned and usable	84 (undergrad 74, PG 10)	92%
Not returned and unusable	7	8%
Total Distributed	91	100%

Table 1 above is indicative of the response rate for `the study which is` 92% while the non-response is 8%. The non-response rate 8% is insignificant and does not affect the study. The presentation of data is therefore based on the 92% response rate.

**Research Question 1:** What is the level of usage of new media in journalism/ mass communication education by academic staff and students of mass communication of Bayero University, Kano?

Based on the stated research question one on the level of usage of the new media for teaching, research and learning purposes, responses were considered from the academic staff and students. The responses of the students are depicted in the table below.



*Table 2: Responses on the level of usage of new media in journalism/ mass communication education by students of mass communication of Bayero University, Kano.*

S/No	Item	Nil	Fair	Good	Excellent
1	Proficiency in the use of New Media	5 (6%)	27 (32%)	37 (44%)	15 (18%)
2	Access to New Media	6 (7%)	28 (33%)	38 (45%)	12 (14%)
3	Experience in using the New Media	6 (7%)	17 (20%)	38 (45%)	23 (27%)

The above table represents the views of students of Mass Communication of Bayero University, Kano on their use of New Media. In terms of proficiency in the use of new media, 6% and 32% opined that they are not using or the usage is fair while 44% and 18% responded that their proficiency in using New Media is good and excellent respectively.

Also, on the issue of new media access and application on the web by the students 7% and 33% acknowledged that they lack and fairly have access to the new media applications on the web. On the hand, 45% and 14% agreed that they accessed New Media applications on the web frequently and excellently.

On the issue of experience in using the New Media 7% and 20% of them do not have and fairly experienced in New Media, while 45% and 27% are confident that they have great experience in using New Media with good and excellent responses

The academic staff on the other hand opined that in this modern age, the new media is undoubtedly useful in their vocation. However they differ on the extent of usage by individuals. Whereas some are extremely computer literate others particularly those who belong to the “old school” are grappling with some of the basics in computer literacy. But, generally they agreed that the environment is not facilitating their effective usage of the new media. This is because as they argued the infrastructure and the enabling environment required are insufficient and defective.

*Table 3: Areas of Usage of New Media among Students of Mass Communication*

S/No	Area of Usage of New Media	None	Occasio-nally	Regular	Very Regular
1	Research	6(7%)	26(31%)	31(40%)	13 (15%)
2	Downloading	9(11%)	31(40%)	27(32%)	30(36%)
3	Socializing	3( 4%)	24( 29%)	38(45%)	16( 19%)
4	Sharing of Ideas	6(7%)	24(29%)	18(21%)	27( 32%)
5	Assignments	19(23%)	20( 24%)	31( 40%)	13( 15%)

Table 3 above highlights the responses of students on their areas of usage of the New Media. 7% and 31% of the respondents said they don't use it at all and occasionally for research, while 43% and 19% used it regularly and very regularly for the same purposes. For the purpose of downloading, 11% and 40% have none and occasional users on New Media and 40% and 15% are using the New Media for downloading free textbook and other e-books on the web.

For socialization, 4% and 29% are none and occasional users of the New Media for, while 32% and 36% are regularly and very regularly socializing on the New Media. With regards to exchange of ideas and or knowledge sharing, 7% and 29% do not engage in sharing of knowledge while 29% share occasionally. Also 45% and 19% has great time sharing and exchanging ideas and knowledge with friends regularly and very regularly which means the rate of those who used New Media positively is very high than those using it occasionally among the students. On the issue of utilizing the new media for assignment purposes 23% and 24% are occasionally using the New Media while 21% and 32% are using it for sending materials regularly and very regularly respectively.

On their own part the academic staff when interviewed on the areas of usage of the new media they agreed that they are using it in all the areas listed: research, downloading, socialization, and sharing of ideas. But the extent of usage differs. They are of the opinion that they spent most of their time using the new media for research. The other areas are equally utilized but not frequently and repeatedly like research area. In fact, they argued that research leads to areas of usage like downloading, sharing of ideas and assignments.

**Research Question 2:** To what extent has the use of new media transformed teaching, research and learning among staff and students of mass communication of Bayero University, Kano?

This question can be addressed by the responses generated from the two questions asked academic staff of the department i.e questions 6 & 7. Question 6: To what extent do new media enhance teaching, research and learning of mass communication amongst staff and students of mass communication of Bayero University Kano? Almost all the five respondents accepted that the use of new media has transform teaching, research & learning among staff and students of mass communication of Bayero University, Kano to a very large extent. One responded that “to a very large extent, they have been helping us in staying within our offices, homes and doing our research without necessary going to the library. They have been helping us in getting materials which otherwise one can't get even in normal traditional library. They are very helpful and useful.”

Also in another question of the interview, the academic staffs were asked; may you highlight how the use of new media enhances the content of what is being thought at mass communication of Bayero University, Kano? On this question, all of them agreed that the use of the new media has helped in enhancing the content of what is being taught at Mass communication department of Bayero University, Kano. The only Professor respondent is of the view that “it increases connectivity because the idea not just in film making class but in all the other classes that we teach. There are a lot of videos on YouTube. For instance when you teach somebody about social networks again there are videos on YouTube that you can download to help you communicate. Moreover, the internet itself, provide a lot of graphics images, for instance pictures, graphs and things like that are also use communicate that idea. So sometimes you really don't need to draw the pictures yourself. You don't need to make charts and bar diagrams and so on all what you have to do, is go [to] YouTube and you will be able to get the appropriate one. Then you can use it to teach your students. So new media provides us with excellent resources that we can use to teach our courses regardless of the course”

Additionally, students show some indications that the use of the new media has transformed the process of teaching and learning of Journalism/Mass communication education amongst staff and students of mass communication of Bayero University, Kano

Sixty-seven (67) respondents indicated that use of new media has helped them in their studies by serving as source of reading materials, researches, assignments, downloading electronic books and accessing journals which serve as supplement and make their understanding much more easier. Also 10 respondents said they use new media only for setting information about the happenings around the world and other localities. However, six (6) respondents believed that the new media do not help them in any way in their studies rather it become a source of distraction to their studies.

Forty-one (41) respondents said they used relevant materials that will help them understand lectures very well. And 21 out of them said lectures presented in new media form like power

point presentations, video/film, slide show pictures show are easy to understand than those presented in the traditional form. While 15 out of the total respondents said new media do not help them in any way to understand their lectures.

From the above analysis of the responses from both academic staff and students of the department, there are some indications of transformations brought by use of the new media in teaching and learning Journalism/Mass communication education amongst staff and students of mass communication of Bayero University, Kano.

**Research Question 3:** What are the types of new media frequently used by academic staff and students of mass communication of Bayero University, Kano?

To address the above research question, the academic staff were asked to state the new media they use in the process of teaching, research and learning Journalism/Mass communication at mass communication of Bayero University, Kano, they responded that, they use new media like google +, YouTube, blogs, power point presentation, and any other new media platforms that support their work. “. So many, very many e.g. I use blog, each class i am taking, I have a blog for that class. I created blog purposely for that class and what I use to do, I prepare myself early got all the materials first, I will come out with my course outline, that is what university asked me to do. Then I will go through the content of the outline and look for relevant materials that my students will need in order to understand the course and will put them physically while some, I will put the link to where students can just click and download it. Later on I will develop my note and upload it on the blog so that the students will get the note. Sometimes if time permits, I use to even put my continuous assessment, if the class is large, I will divide the class into sub-groups and each group need to do is to go to my blog and you will see your group assignment. So I use blog extensively in my teaching and research.”

Another new media platform being used in teaching is slide share. Slide share is platforms that allow you to upload your power point and you can download power point, sometimes you can go to slide share and download material all you need to do is to domesticate and change them to suite your student's level. So slide share is one of the best ways of composing a note and getting it ready. Another new media platform that I use is google +, it is kind of new media platform that allow [you] to upload, to make you visible internationally. You have your own paper research, you upload them, people will download it and people will upload theirs and you download. Before you know it there is exchange of information and ideas. So we keep on mentioning them. This research class, I asked them to createWhatsapps group and each member of the class must be on that group. I know there are social problems attach to creating it some of the women are married and they don't want their names or numbers to be seen. We have taken care of that, I wanted every member of the class to register with his registration number and I am part of the group. I monitor and see

what they are doing in the group and part of our punishment is that if you paste anything that is not academic or related to the course, even if you say hi, is minus half a mark. That is the punishment. So we have been using so many new media platforms.”

On the part of the students 84 respondents indicated that the new media they usually used are; google search, wikis, blogs, online radio stations, YouTube, social media, (Facebook, twitter, Instagram, Wechat, etc.) each of the respondents indicated the use of some or all of the new media stated. Two respondents said they frequently used all computer based applications. While, two said they are not using any.

The above analysis shows some similarities of the new media use by both academic staff and students of mass communication department, Bayero University, Kano. And has responded to the research question adequately.

**Research Question 4:** What are the challenges posed by the use of the new media in teaching, research and learning amongst academic staff and students of mass communication of Bayero University, Kano?

Based on the interview with academic staff, they stated poor and erratic internet services, lack of steady electricity supply, inadequate information and communication technology facilities within the department and high tariff of internet services by service providers as challenges of using the new media in teaching, research and learning Journalism/Mass communication education amongst staff and students of mass communication of Bayero University, Kano. One of the them stated: “well normal challenges; electricity, high cost of tariff and then the technology itself every day you get new systems, new ways of accessing the new media and so on and so forth, these are the major challenges”

Also, others lamented on lack of relevant materials that suite the course, unauthentic sources and plagiarism as the challenges they face, “the biggest challenge is finding appropriate materials that are relevant to our own context. You know if you go on YouTube or replica or Instagram or if you go on google and pick up picture and things like that they may not necessarily be relevant to your own social context. They are theoretical because they may be like in film making class. They deal with international best practices about filmmaking but they are not necessarily realistic to African societies. So this is the challenge finding African content because of the African continent are not available on these places and those available are not relevant. Just people written up video films as they bought it from market put it on YouTube which is wrong because piracy but the fact is we don't have African or locally relevant or locally material you can use.”

On the part of the students, 31 respondents (36.9%) said the challenges they are facing is that of distraction from their normal studies, they said they spend more time on chatting on

social media than their studies. 24 respondents (28.6%) stated network problem, epileptic internet services, and power (electricity) problem as their challenges in using new media in their studies. Also 8 respondents (9.4%) attributed the problem of lack of funds to subscribe to internet facility, while 12 respondents (14.3%) said the major challenges facing the use of the new media in their studies are; plagiarism, unauthentic sources, emphasizing that every Jack and Harry can post information on the new media platforms. 7 respondents (8.3%) did not responded to the question and only 2 respondents (2.4%) attributed the problem to posting of pornographic content, claiming that this usually attracts the attention of the students.

The analysis of the responses from the two groups of the respondents, it can be deduced that there is some degree of similarities in the challenges they are facing in the process of teaching, research and learning amongst staff and students of Mass communication, Bayero University, Kano.

### **Conclusion**

Responses on the use of the New Media among Staff and Students of Mass Communication of Bayero University, Kano has generated a lot of views which are directly related to how the use of the new media tools influenced teaching, research and learning. Several scholarly views presented attempted to provide insight on the implications of New Media on teaching and learning and perhaps, are relevant to the study. Out of the 91 questionnaires that were distributed, 84 (92%) were retrieved from the respondents.

Also responses generated from the lecturers reveals that most of the lecturers are using new media in one way or the other and have shown some indications of influence on the process of teaching and research particularly with regards to generating course materials, organizing discussions via the social media platforms, blogging and other online presence. On the part of the Students on the other hand, students of mass communication greatly acknowledge using new media in their learning process in the sense that it eases their way of getting materials and other ways of disseminating information among various mates.

In a nutshell, the advent of new media has greatly changed the way in which Mass communication students communicates, learn and how the lecturers also handle journalism education in BUK. New media therefore has made both lecturers and students of mass communication abreast with time and make use of the available tools such as computer based applications and social media platforms etc. which assisted many of them in efficiently performing their tasks in such a way that it impacted the content of what is being taught, and how it is being taught.

### **Recommendations**

The following are the proffered recommendations of the study based on the findings and literature reviewed:

1. Adequate information, communication technology facilities such as; computers, projectors electronic boards etc. should be made available in the department
2. Lecturers and journalism tutors should increase the integration of new media in their courses.
3. Internet services should be available and accessible to both students and staff in the department and the university at large.
4. Training and re-training of staff on Information Communication Technology should be put among the priorities of the department and the university.
5. Information, Communication Technology skills should be one of the criterion in admitting the students in to the department as well as staff recruitment in the department.
6. Lecturers should be encouraged and motivated to develop their own course materials and be uploading them on new media platforms instead of only downloading what others have uploaded (which may not be relevant to their own context).
7. Both staffs and students of department should only be consulting reputable academic journals and websites to avoid using unreliable materials.
8. The department and the university should move towards having virtual library that can be accessible to both staff and students



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