

*Greetings from the
University of St. La Salle
Bacolod City
Philippines*





Halo

Namaste

Ni hao

Mingalarbar

*Sawadee-ka
Sawadee-krap*

*Ahnnyeong
ha se yo*

Kumusta kayo

A faint map of Negros Island, Philippines, serves as the background for the title. It shows major cities like Victoria City, Sillay City, Talisay City, and Bacolod, as well as geographical features like the I.S. Mountains and the Jordan River.

Social Responsibility in the Teaching of Journalism as a Service-Learning Oriented Course

The University of St. La Salle Experience



Presented at the
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by Prof. Allen V. Del Carmen
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Press-Politics Relationship

Government

Press System



Influences in Journalism Practice in Free Countries in Asia

European (Particularly British)
American



Realities in Journalism Practice Affecting Media Education



Modifications in technological and political systems

Pressing global issues on poverty, conflicts
and other issues, like the environment



Significance of Journalism/Media Education to Society



Students will become future:

Messengers of information

Decision makers of media content

Policy makers and managers
of media-based industries
that provide vital support to the
development of national,
regional and global industries.



Press Theories

Authoritarian
Communist
Libertarian
Social Responsibility



Basic Characteristics of Libertarian System

Independence

Objectivity

Impartiality



Related Issue: Democratization of Information



Emergence of a UNESCO-initiated
New International Information Order

Imbalance in information flow

Need for democratization of information



Emergence of Wider Perspective in Reporting



Online newspapers
Regionalized publications
Global TV coverages



Press Options



UNESCO (New International Information Order)

Pragmatic Objectivity: Objectivity with a Human Face
– Dr. Stephen Ward

Challenge in Third World Setting as raised in some questions
by Philippine communications specialist Dr. Nora Quebral



Pressing Issues for the Press

Quebral Questions



What do the mass media do to relieve poverty, especially among the poorest of the poor. What do they do to cut down unemployment and help the poor earn a living?

What do they do to raise the food supply, lower malnutrition rate, reduce the incidence of diseases and limit high birth rate – phenomena associated with poverty?



Pressing Issues for the Press

Quebral Questions



Do the mass media try to bring the disadvantaged into the mainstream of national life and promote the welfare of the youth and women, each comprising majority of the population?

Do they help people talk to each other to lessen conflicts arising from their pluralistic orientations – from economic, religious to political differences?



Pressing Issues for the Press

Quebral Questions

Do the media uphold the goals, values and aspirations of society? How well do they serve social justice, democratization of opportunity and promote self-reliance, unity, rationality and pride in national heritage?



Reporting Social Realities

The questions become even more relevant in our continent where the print media are said to have started, especially in China and Korea and amid nagging realizations of the growing global poverty situation.



Reporting Social Realities

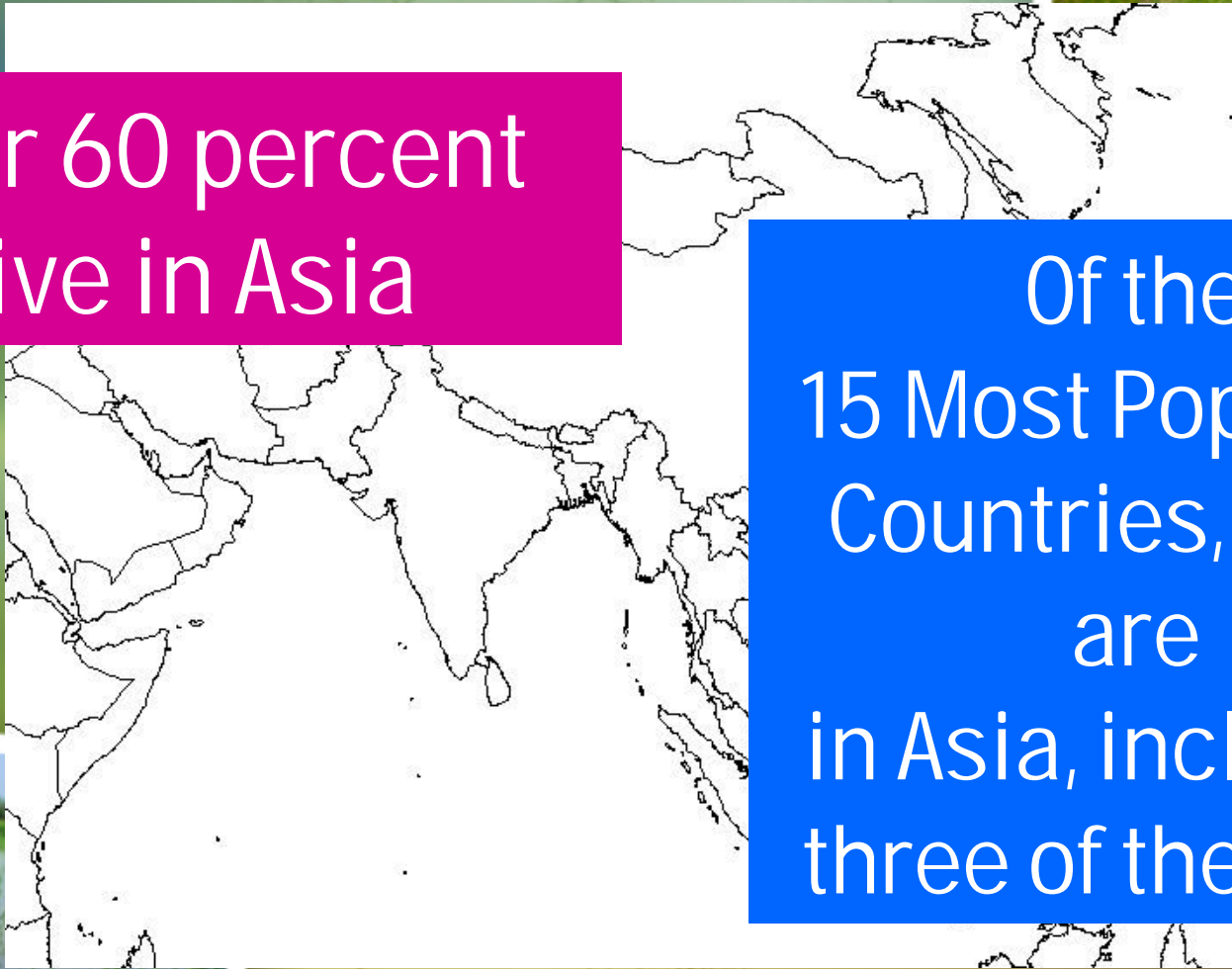


Reporting Social Realities



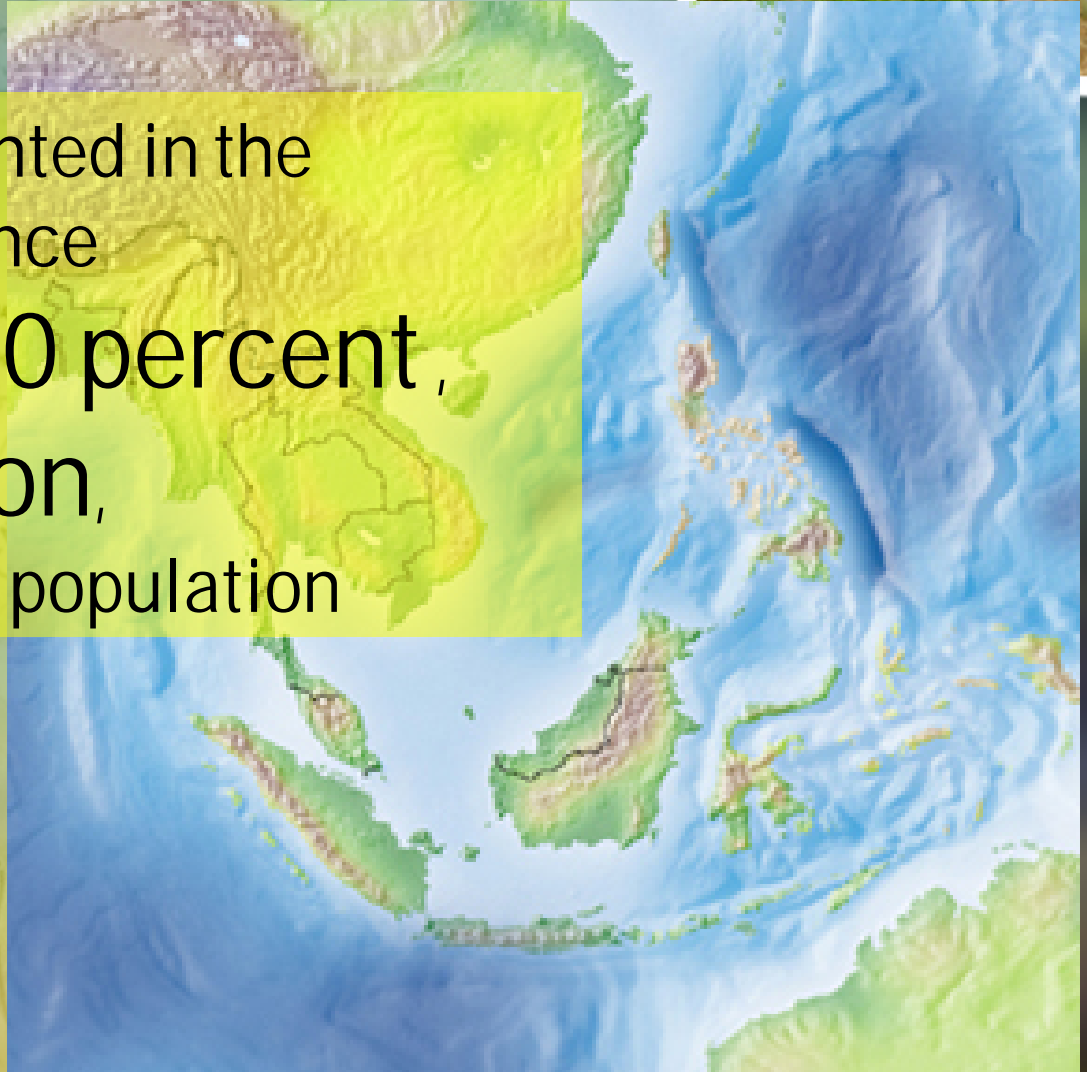
Over 60 percent
live in Asia

Of the
15 Most Populous
Countries, eight
are
in Asia, including
three of the Top 4



Reporting Social Realities

Countries represented in the
Lingnan U Conference
claim more than 50 percent,
or over 3.3 billion,
of the world's total population



Reporting Social Realities

Of the 6.7 billion people in the world, almost two-thirds, or more than 4 billion, are poor



Of the over 4 billion poor people, two-thirds are living in Asia



Reporting Social Realities



In the Philippines, the Social Weather Station, a respected research organization, reported recently that **40 percent** of the Filipinos claim they have had not enough to eat in the past 12 months

3 Questions for Educators

1 Should journalism and mass media continue to focus on objectivity as the major criterion in reporting events?

2 What are their roles in a continent, where majority of the people are hungry, ignorant, sick and remain clutched in poverty?

3 If they choose to be to be advocates, to what extent must they pursue their cause?



In short:



What moral norms should govern news reporting in these countries?

Consequently, what norms should govern the emphasis in the teaching of news and media reporting?



What is, therefore mass media's
rationale and basis for
choosing a pro-poor option?



SOCIAL RESPONSIBILITY Theory



Social Responsibility Theory



'The press, beyond its information and education functions, must help society to progress and that its social responsibility is more important than its freedom.'

John Perre and Mack Fackler (in *Good News: Social Ethics and the Press*): The news media 'must seek to help revitalize citizenship, making them morally literate persons more than just readers provided with data by the media.'



Social Responsibility Theory



Teaching Journalism and Communications
Media in the university places an educator in the
CROSSROAD:

the paradox bound by objectivity
and the desire to go beyond the norm
for the sake of actuating the
humane and Christian call
for caring for the needy.

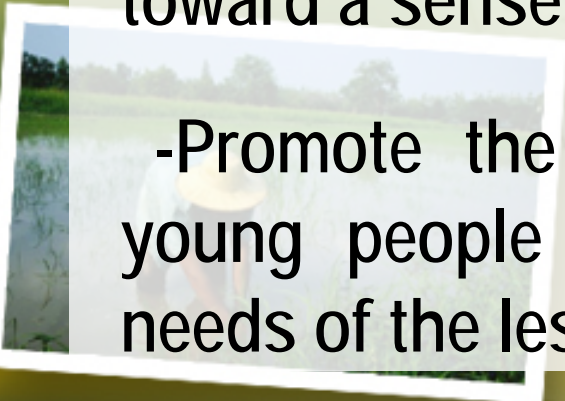


Social Responsibility Theory

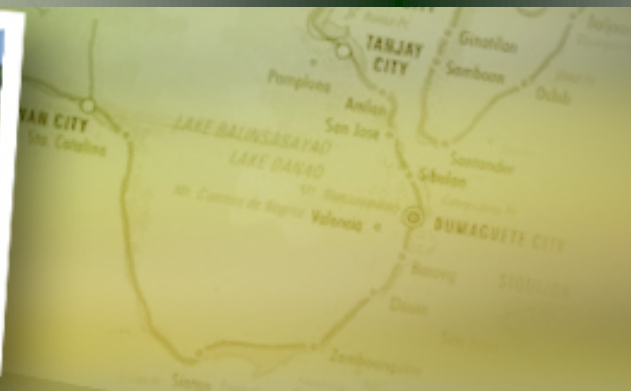


Social Responsibility blends well with the De La Salle mission and vision and educational goals of the university to, among others:

- Provide a humane Christian education with service to the poor as priority
- Help people, especially the poor, live a life of dignity with the university serving as 'catalyst of change' toward a sense of community and country, and
- Promote the development of socially-responsible young people who are sensitive to addressing the needs of the less fortunate, particularly the youth



Above and beyond the media theories,
university education is anchored on the
institution's mission and vision.
At St. La Salle, the norms that serve
as basis for the pro-poor option are
reflected in the following:



The Foundations



- **Institutional Mission Statement**

Wholistic formation of young people that makes them respond to the needs of people, especially the poor, so that they can live a life of dignity, becomes catalyst of change, be concerned with the environment and develop and sustain a sense of community and country



The Foundations

- College Mission Statement

Development of socially-responsible
young people

Being aware of the needs
of the less fortunate

Rootedness in spiritual
and moral values



The Foundations

- Ethics-based Media Principles

Utilitarianism

The Golden Mean

Christian-Judeo Thought
(The Golden Rule)



The Foundations

- Built-in characteristic of mass media goals, i.e., the presentation of facts and the truth to people in society



Service-Learning Activities

Reporting on Peace and Order

Public Affairs Reporting

Covering the Courts, Business & Industries

Editing, Production, Publication Visuals

Online Journalism and Multi-media-
Information Outlets



Related/Supplemental Exposures



1. Development-oriented Journalism
2. Civic Journalism
3. Peace Journalism
4. Public Realm



Related/Supplemental Exposures

5. Citizen Reporting

6. Broadcasting
(Campus Radio and Local CATV Stations)

7. Information, Education
and Communication Campaigns



Methodologies

Research/Data Gathering

Focus Group Discussions

Dialogues

IEC Campaigns



Methodologies

Documentation
Reporting & Publications
Referrals,
Coordination
and Linkages



Coordination

University Officials

Target Communities

Concerned Agencies - Government & NGOs

Civic & Other Organizations



Multi-Media Documentation

Print Media Clippings

Video Files

Photos

Newspaper & Magazine Articles



Multi-Media Documentation

Journals
Scrap Books
Departmental
Publication
(The LEAD)



Evaluation Tools



Examination of journals and scrap books
Extent of actual participation in activities
Leader, peer and self rating
Synthesis of experiences as reflected
in graded written/oral tests



Methodologies Used



Testimonials shared in public gatherings

Personal activities geared in making
S-L appealing to more students

Feedback of clients/cooperating agencies



Alumni Evaluation *(Scale of 5)*



- | | |
|--|------|
| 1. Effective way of integrating outreach & academics | 4.86 |
| 2. Exposure of students to citizenship and civics | 4.86 |
| 3. Strengthening of practice of Christian concern for others | 4.86 |
| 4. Enrichment of Journalism & Communications education | 4.71 |
| 5. Expansion of students' view of role as communicator | 4.71 |
| 6. Increased awareness of social issues | 4.57 |
| 7. Translation into reality of school mission and vision | 4.57 |
| 8. Better preparation for future jobs | 4.57 |

Overall Average: 4.71



Clients' Evaluation *(Scale of 5)*



Increase in level of awareness
on issue/s covered

4.77

Perception on attainment
of IEC objectives

4.0



Students' Assessment



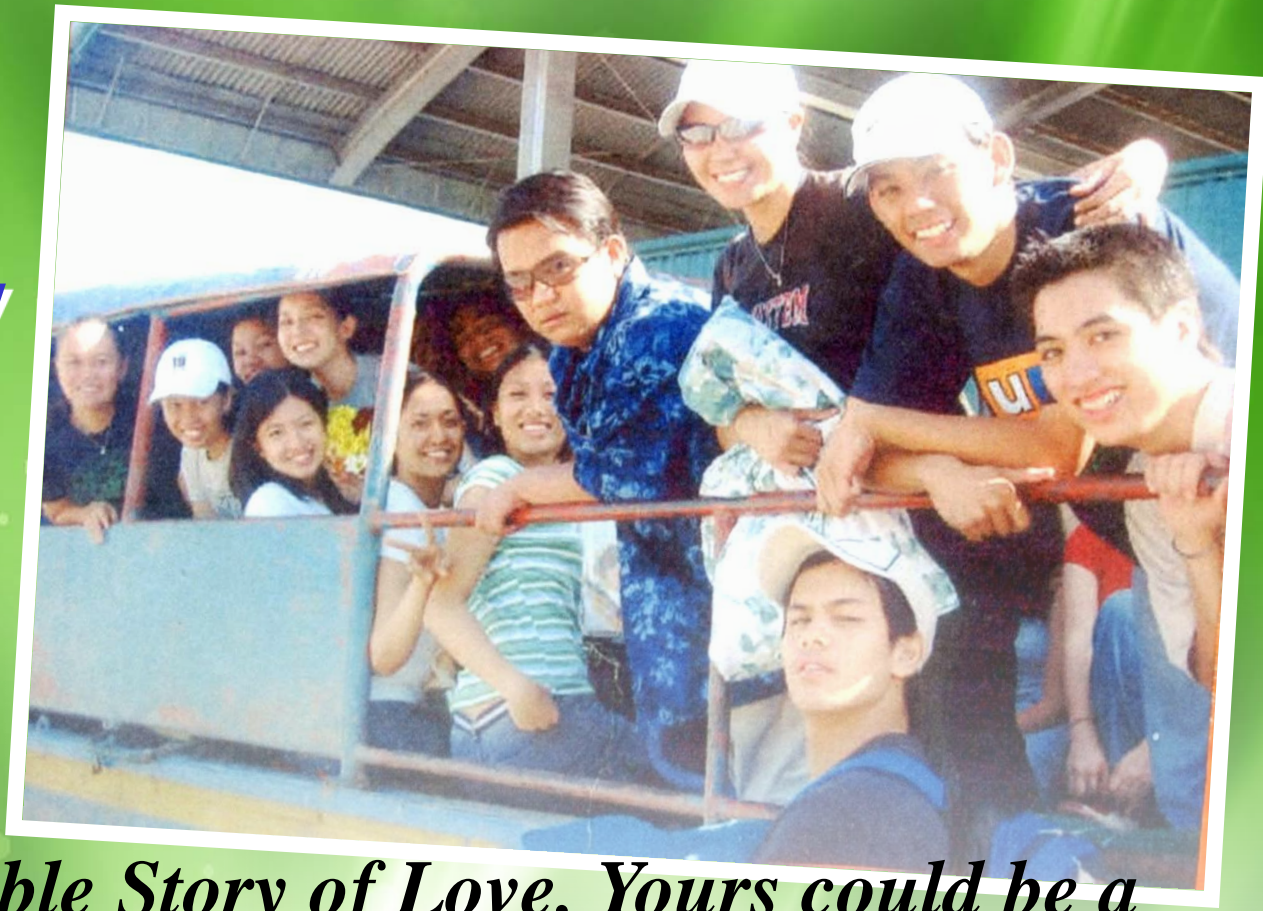
- The activities they organized and implemented served as practical application of insights gained in the classroom
- S-L activities have made them apply better teamwork and coordination
- Through S-L, they became instruments for people's awareness of issues important to their lives

Students' Assessment



- They became avenues to give small people the voice to air their concerns
- S-L has helped them develop their character, especially in caring for others
- Activities made them realize they can make a difference in people's lives and society

Story of Love

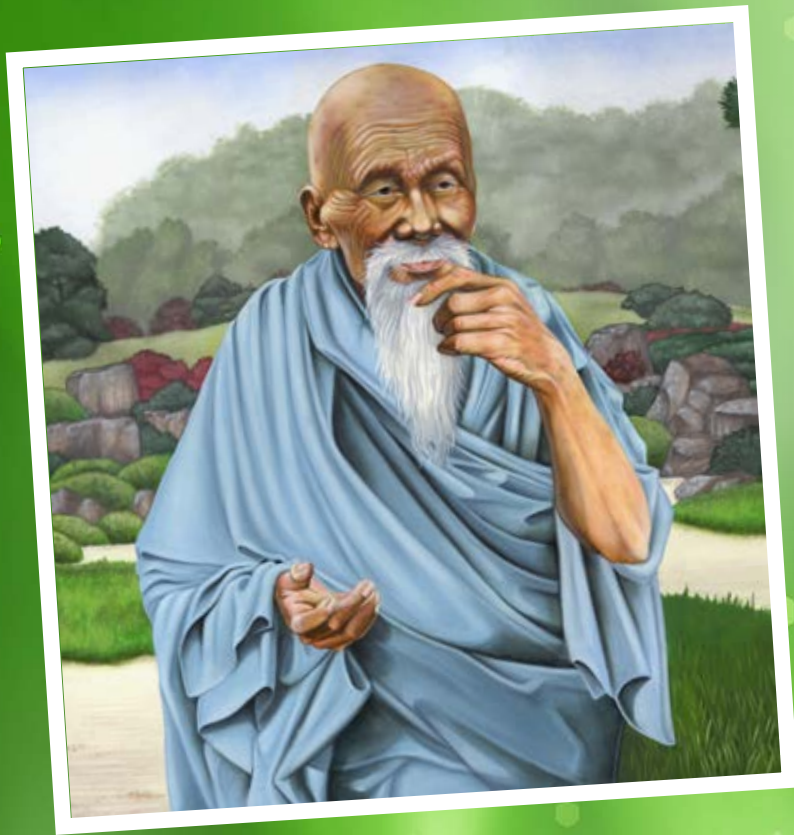


This is our humble Story of Love. Yours could be a lot more interesting and meaningful if you try to dare like what we did... in the spirit of our Institutional Mission and Vision... in the spirit of what Jesus Christ and other leaders of Humanity told us to do:



*‘Do unto others, what
you would like others
do unto you.’*

*‘Inasmuch as you did it
to one of the least of
these My Brothers and
Sisters, you did it to Me.’
(in Matthew 25: 40).*



*‘Compassion is a
teaching treasure.’*

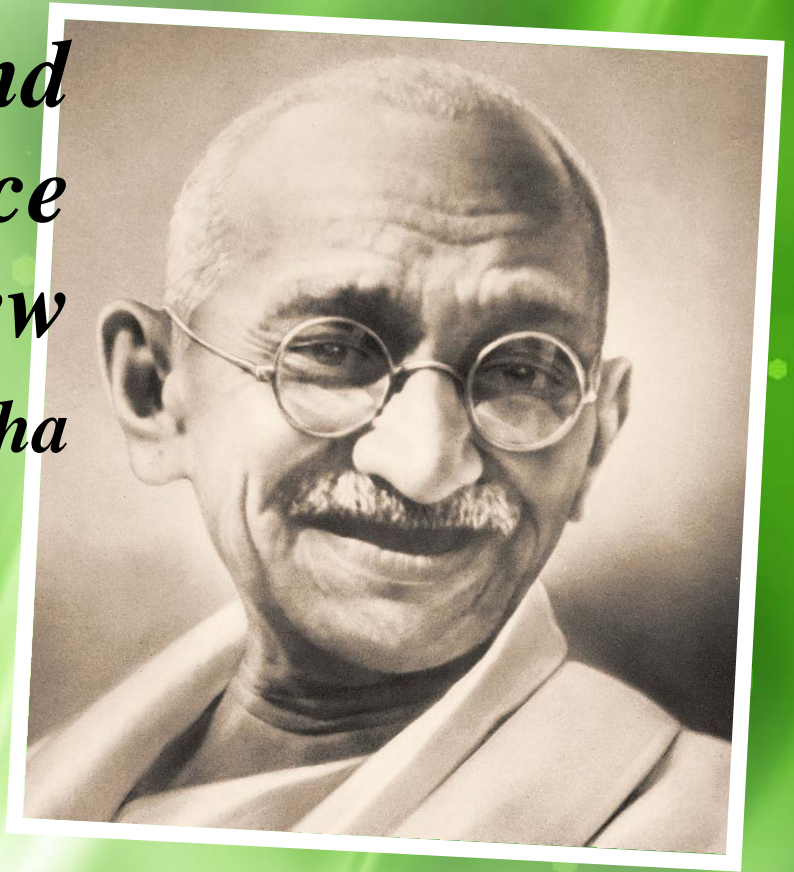
-Lao Tzu

‘Serve the people.’

-Mao Zedong



‘A generous heart, kind speech and a life of service and compassion’ will renew humanity.’ -Gautama Buddha



*‘Get to know the poor in your country. Love them. Serve them.’
-Mother Teresa*

Terima Kasih Banyak

Xie Xie

Dhanyavvaad

Kamsa Hamaida

Khop Khun Mak

Jae Zu Din Pa Dei

Madamo nga Salamat

Thank you...

