



# Fieldtrip Benchmarking Reports Work Package and Outcome ref. nr 4.1

---

## Field Trip 1 (6-10 October 2019)

Linnaeus University Media Institute (Sweden)

## Field Trip 2 (18-22 November 2019)

Faculty of Political Science and Journalism, Adam Mickiewicz University, Poznan (Poland)

## Table of contents

1. FIELD-TRIPS BENCHMARKING REPORT: SUMMARY (AMU).....	2
2. BENCHMARKING REPORT OF BOHDAN KHMELNYTSKY NATIONAL UNIVERSITY OF CHERKASY.....	6
3. BENCHMARKING REPORT OF ACADEMICIAN STEPAN DEMIANCHUK INTERNATIONAL UNIVERSITY OF ECONOMICS AND HUMANITIES .....	10
4. BENCHMARKING REPORT OF IVAN FRANKO NATIONAL UNIVERSITY OF LVIV .....	16
5. BENCHMARKING REPORT OF MARIUPOL STATE UNIVERSITY .....	22
6. BENCHMARKING REPORT OF SUMY STATE UNIVERSITY .....	26
7. BENCHMARKING REPORT OF TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV .....	29
8. BENCHMARKING REPORT OF UKRAINIAN CATHOLIC UNIVERSITY .....	38
9. BENCHMARKING REPORT OF UZHGOROD NATIONAL UNIVERSITY .....	44
10. BENCHMARKING REPORT OF YURIY FEDKOVYCH CHERNIVTSI NATIONAL UNIVERSITY.....	48
11. BENCHMARKING REPORT OF ZAPORIZHZIHA NATIONAL UNIVERSITY.....	54



# 1. FIELD-TRIPS BENCHMARKING REPORT: SUMMARY (AMU)

Within the frame of DESTIN two field trips took place:

- the 1st was organised by FOJO: Media Institute at Linnæus University in Kalmar (6-10 October 2019)
- the 2nd was organised by the Faculty of Political Science and Journalism at Adam Mickiewicz University in Poznań (18-22 November 2019).

The DESTIN participants evaluated both of the trips as inspiring, useful and instructive. Main remarks delivered by the partners from all Ukrainian universities involved in the project are as below:

## COURSE DESIGN

1. LNU and AMU offer adaptive, relevant, flexible and reflecting market needs training courses, well-balancing theory and practice.
2. AMU's master program consists of 4 semesters and LNU's – of 3.
3. LNU offers separate short-term programs (environmental, investigative topics, etc.) for professional journalists.
4. AMU offers rich programs of courses in journalism and social communication.
5. LNU has good experience of lecturing by blocks system in time-table as a week of TV-management, next a week of radio or web mastering.
6. LNU and AMU have experiences in preparing BA, and MA works by two students
7. LNU has many courses around democratic issues
8. LNU has special motivation hours in the course training
9. During the Oxford Student Debate at AMU, many important questions were raised, namely student evaluation. Students express their thoughts on evaluating their knowledge. They also discussed with colleagues the idea of conducting an assessment in a journalistic environment, such as a TV or radio exam, a portfolio, and more.
10. In Kalmar, while visiting local media outlet Barometer and Swedish radio, discussions were also held with colleagues about the possibility of a final assessment in TV and radio studios to diversify the learning activities.

## CONTENT OF THE CURRICULUM

1. LNU and AMU have well-balanced theoretical and practical components of training; teaching of professional disciplines is carried out compactly, cyclically. Students devote a lot of time to practical work in university laboratories and produce completed media products.
2. The Media and Entrepreneurship program at LNU combines the specifics of media production and business management. Students learn an additional block of economic disciplines.
3. Journalism and Media Production at LNU include theoretical and analytical approaches to journalism, the workshop on radio, television, print and online formats.
4. Creative Media Program at LNU is more concentrated on the creation of media content, design and ways of conveying of information. Graduates of the program can work for mass media, agencies or government organisations.
5. AMU has a widely developed system of student's media for practical skills development
6. AMU and LNU use gamification in the study process. For example, we participated in the Oxford Debate and Fashion Show at AMU as well as Lego and MediaBox game at LNU.

## DELIVERY AND MANAGEMENT OF PROGRAMMES

1. The proximity, unification of bachelor's and master's programs, fluency in English contributes to the mobility of students and teachers of LNU and AMU, enhancing their international cooperation.



2. Clear goals, specific learning outcomes and their evaluation ensure high-quality training for journalists at LNU and AMU.
3. Systematic monitoring and evaluation of module quality, regular and effective communication of teachers and students also contribute to the improvement of the quality of the programs.
4. Courses of data journalism, podcasting and improving writing skills provided by AMU are in demand among journalists.
5. AMU is a partner of a broader program for international cooperation with other European universities (EPICUR) which delivers new possibilities for academic staff and students.

## RESOURCES AND FACILITIES

1. The AMU and LNU library resources are extremely rich and powerful.
2. Educational programs at LNU and AMU have good technical facilities, well-equipped laboratories for the study of print media, radio, television, online media.
3. Administrators and technicians work closely with faculty and students at LNU and AMU.
4. In AMU radio studio is supported by supervisor and volunteers practising their skills.
5. Both universities have shown extremely up-to-date databases of information that journalists can use for their studies. The Universities have both paper and electronic bases, as well as old and new editions.

## STUDENT EXPERIENCE

1. Students have the opportunity to gain practical experience at the university, as LNU and AMU have highly qualified teachers and a good technical base.
2. Extremely useful for students of LNU and AMU are freedom of choice of modules and academic mobility.
3. LNU and AMU organise summer schools and intensive international students exchanges.
4. AMU and LNU work with students also via interactive platforms, i.e., Google Classroom, MS Teams or Moodle, which enhances the learning process. At any time student may ask questions on topics that are not so clear and need explanation.
5. Two students' «Academic Courier» and «Flash» TV channels, «Meteor» radio station, the «Very university magazine», the «Fenestra» newspaper, and the «Juice» online newspaper work at the Department of Political Science and Journalism of AMU. Students independently manage student editorial offices, select their own staff, and determine areas of responsibility in editorial offices, editorial policy, and topics. The editorial boards have curatorial teachers who can make recommendations, but students make their own decisions. If necessary, they refer to senior colleagues - professional journalists from the Polish media.

At AMU since the Journalism students study at the Faculty of Political Science and Journalism, they have many joint projects and interactions with students of various majors (e.g. many non-journalism students work in students' media). We believe this very positive aspect.

## QUALITY ASSURANCE

1. The LNU and AMU systematically study students' feedback on the modules in order to control and improve the quality of training of specialists, to take into account the wishes of students when teaching courses. They also take into account the needs of the labour market and the responses of employers.
2. AMU has cooperation with Regional Polish TV, so students can practise with high-quality professionals. AMU staff has a well-structured system of a benchmarking and feedback gathering – it looks much like student's interests and learning objectives oriented at one time.

Based on their experience gathered in Sweden and Poland, the Ukrainian partners consider among others:

## COURSE DESIGN:



1. to invent new insights and methods of program delivery in terms of its unification and standardisation.
2. to improve the technical support of journalistic disciplines in the teaching process.
3. to make the aims of the bachelor's and master's programs clearer.
4. to improve the system of assessment of student work.
5. to optimise the number of modules for bachelors and masters.
6. to make a clearer connection between learning outcomes and their evaluation.
7. to start a similar programme in English to AMU's Journalism and Social Communication.
8. to adopt the practice of thorough learning for Bachelors and of short-term, narrow-based training for employed journalists.
9. to develop a practice of preparing BA and MA works by two students.
10. to use different types and kinds of assessment in our program; it will no longer be just an exam, it will be the creation of a story, portfolio, newspaper, video or advertising and more.

## **CONTENT OF THE CURRICULUM**

1. to improve the correlation between theoretical and applied work of students,
2. to develop technical and equipment facilities, providing the students with the opportunity to produce complete media projects of good quality,
3. to build the synergy between different programs and specific courses that everyone needs,
4. to pay more attention to the ethics of journalism issues and determine them as cross-cutting through the curriculum for journalism students,
5. to develop courses concerning democratic issues,
6. to increase the number of motivation classes,
7. to think about common curricula for students with partner universities for student internships in Ukraine and abroad (double diploma programs),

## **DELIVERY AND MANAGEMENT OF PROGRAMMES**

1. to develop regular and open discussions on bachelor's and master's programs among teachers, employers and graduates of journalism studies,
2. to conduct student surveys on module quality systematically,
3. to monitor the effectiveness and objectivity of the student competency assessment system,
4. to introduce internal and external mobility of teachers and students,
5. to offer special language courses for staff and students,

## **RESOURCES AND FACILITIES**

1. to apply for grants and other funding programs to enrich and modernise libraries and technical laboratories.
2. to strengthen links between universities and their graduates.
3. to provide regular internships for technical staff
4. to support radio studio by a supervisor and introducing volunteers for practising their skills
5. to increase electronic resources where students can read magazines, journals, articles, and find other information online using their Smartphone.

## **STUDENT EXPERIENCE**

1. to expand the scope of students' choice between and within modules and beyond the curriculum.
2. to make a public display of students' educational achievements.
3. to increase the number of creative projects for developing student teamwork skills.
4. to organise summer schools for students and broad international students exchanges.
5. to develop various forms of distant learning.



## QUALITY ASSURANCE

1. to monitor systematically senior students about the quality of educational programs and modules.
2. to organise regular meetings with employers and alumni to monitor the quality of journalism education.
3. to review the content of the modules according to the feedback given by students and media entrepreneurs.
4. to establish course peer review procedures
5. to turn peer assessment into a functional QA tool.



## 2. BENCHMARKING REPORT OF BOHDAN KHMELNYTSKY NATIONAL UNIVERSITY OF CHERKASY

### Names and Roles of the Participants for both Field Trips

- **Tetiana Bondarenko**, Ph.D., Associate Professor, the Head of the Department of Journalism, Advertising and PR-technologies, Bohdan Khmelnytsky National University of Cherkasy
- **Svitlana Koval**, Senior Lecturer of the Department of Journalism, Advertising and PR-technologies, Bohdan Khmelnytsky National University of Cherkasy
- **Olesia Nesterenko**, Leading Specialist in Information and Telecommunication Technologies of the Educational-Scientific Institute of Ukrainian Philology and Social Communications, Assistant of the Department of Journalism, Advertising and PR-technologies, Bohdan Khmelnytsky National University of Cherkasy

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b></p> <p><i>A bullet-point list of 'topics' like programme aims; structure of programmes; progression of student learning; modules (sizes, core/mandatory); learning outcomes; assessment tasks; relationship of learning outcomes with student assessments; distinctive features; links to other programmes...</i></p>	<p>There are three undergraduate programs at Linnaeus University: Journalism and Media Production Programme (180 credits), Media and Entrepreneurship Programme (180 credits), Creative Media Programme (180 credits).</p> <p>The AMU Department of Political Science and Journalism has a training program in journalism and social communications. Six specialties have been opened within the curriculum: "Journalism", "Internet Marketing", "Sport Journalism and Management in Sport", "New Media", "Advertising and Promotion" and "Management and Communication in Business".</p> <p>In order to familiarize themselves with the content of the Master's Program in New Media, DESTIN participants were provided with a list of disciplines with time allocation for their study. However, the course structure was not presented in detail.</p>	<p>In line with the new requirements of the NATIONAL AGENCY FOR HIGHER EDUCATION QUALITY ASSURANCE (UKRAINE) and within the project, work is underway to develop syllabuses for each discipline. Changed the structural components of the educational program (for example, the removed disciplines, obsolete in their content, duplicated content modules of other disciplines, did not meet the needs of the information market: "Literary work of the journalist", "Ancient Ukrainian literature").</p> <p>The volume of selective disciplines is being coordinated with the management of the university, and the official procedure of their self-selection by students is discussed. Undergraduate studies last 4 years. In the magistracy - 1.5 years</p>
<p><b>2. CONTENT OF THE CURRICULUM</b></p> <p><i>In bullet points.</i></p>	<p>At Linnaeus University, students take four courses each 5-10 weeks each semester. Many practical courses. For example, a</p>	<p>As a result of studying foreign experience, the practical component of the semantic content of disciplines, which is reflected in the results of</p>



<p><i>May include things like the relationship of programme aims with target groups for student enrolment and graduate employment; the range and nature of the subjects studied and practised; the balance and relationship of theoretical and applied work; nature of research projects; ethics approval for projects ...</i></p>	<p>radio course lasts 5 weeks and is mastered by 40 people, just like a video production course. Students are divided into groups of 5 people; each group prepares daily two radio programs. Then these groups change. Radio programs are broadcast on the Internet, video - on YouTube channel. All materials are placed on the servers after removal / recording. Students have an account from which they can access all study materials, libraries, etc. from any computer at the university. The result of the study is a bachelor's work, which students prepare for about 10 weeks. Usually, creative work is a media project prepared in the form of a documentary, television or radio program.</p>	<p>training, is significantly enhanced. Such disciplines as Media Literacy, Storytelling and others were introduced. For example, within the discipline "Media Issues" the preparation of a series of publications on the subject of travel journalism, culinary journalism, social journalism, medical and others is planned. A prerequisite for the preparation of such material is the availability of edited text according to the rules of literary language, copyrighted photos (not online), video or audio. And also posting in the media after consulting with a practitioner or employer or on social media.</p> <p>There are guest lecturers (representatives of public organizations, government officials, doctors, and psychologists), dual teaching and practice. A strategy for attracting graduates working in different types of media has been developed</p>
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b> <i>In bullet points. May include things like teaching and learning activities; feedback on student assessments; placements/internships; roles and responsibilities of staff; staff training and development; strategic planning; monitoring and evaluation of course quality; information and communications management with students; supervision and tutoring systems; external partnerships with industry and professional associations; international collaboration (e.g., student exchange) ...</i></p>	<p>At the FOJO Media Institute, before creating the courses, they ask the audience what they are focused on - this will be a list of topics in the course. Courses are also assessed after 2 months. Even if the lecturer does not know what to change, he (she) can ask the head of the institute for her contacts with all participants. Overall impression of participants: 99% - satisfied.</p> <p>It is worth noting that there is a high level of international cooperation at the Linnaeus University. There are also exchange programs for students, graduate students, doctoral students, teachers, and administrative staff. For example, this year 69 students came and 38 students went to Faculty of Arts and Humanities. Each exchange program lasts one semester or year. English is required.</p>	<p>In addition to the existence of a university-wide student interviewing system, develop a semester-long survey of student-journalists and advertisers; take into account narrow needs, material and technical base accessible only to student-journalists. Develop a strategy of professional communication with employers to constantly modify the content of the program.</p> <p>A system of continuous monitoring of graduates' employment. Creating an Alumni Association.</p> <p>Unfortunately, there are no foreign students among the students of our specialty. However, our teachers take courses in social communication and advertising in English for students of the Institute of International Education of BKNUC. We hope that after participating in the DESTIN project we will be able to expand our international partners</p>



	<p>At AMU, at the specialization in New Media, 15 out of 30 students are foreigners (by grant requirements)</p>	
<p><b>4. RESOURCES AND FACILITIES</b> <i>In bullet points. May include things like library resources; studio and IT facilities; role and availability of administrators and technicians ...</i></p>	<p>There are 15 radio editing and 18 video editing facilities at Linnaeus University. All programs are licensed, the university pays annually about 2 thousand euro for their use. There are also 62 computers with access to any material, an audience with television and radio equipment (journalistic kits, camcorders, voice recorders, tripods, drones, etc.).</p>	<p>Participation in the project motivated the creation of a smart audience. Which is equipped with an interactive whiteboard and a new classroom format, not at the desks, but in the format of free placement of students in comfortable soft chairs? In addition, we created a multimedia laboratory DESTIN, equipped with furniture-transformers, which allow you to change the working locations of students depending on the type of work: individual; in pairs; as a team. The multimedia laboratory will be equipped with modern equipment, the acquisition of which is planned within the project. In this lab, students will create copyrighted multimedia products.</p>
<p><b>5. STUDENT EXPERIENCE</b> <i>In bullet points. May include things like learning activities of students in and out of classes; learning opportunities (student choice between and within modules, and outside the curriculum); the showcasing of student achievement;</i></p>	<p>Two students' «Academic Courier» and «Flash» TV channels, «Meteor» radio station, the «Very university magazine», the «Fenestra» newspaper, and the «Juice» online newspaper work at the Department of Political Science and Journalism of AMU. Students independently manage student editorial offices, select their own staff, and determine areas of responsibility in editorial offices, editorial policy, and topics. The editorial boards have curatorial teachers who can make recommendations, but students make their own decisions. If necessary, they refer to senior colleagues - professional journalists from the Polish media.</p>	<p>As a result of acquaintance with the web-resources of foreign HEIs and student-created information products, as well as according to the opinion of students and employers, it is concluded that BKNUC students create a competitive information product. This fact confirms the presence of several factors: Student Radio (<a href="https://soundcloud.com/zclyjbiyliko">https://soundcloud.com/zclyjbiyliko</a>), Student Television (<a href="https://www.youtube.com/channel/UCZYM3QmuWbjT_QTQEzOjCAA">https://www.youtube.com/channel/UCZYM3QmuWbjT_QTQEzOjCAA</a>), «Our National» Newspaper, Student Site <a href="https://mediastudent.online/">https://mediastudent.online/</a>, Telegram channel <a href="https://t.me/journchnu">https://t.me/journchnu</a>, Instagram channel <a href="https://www.instagram.com/journalist_pr_chnu/">https://www.instagram.com/journalist_pr_chnu/</a>, FACEBOOK page <a href="https://www.facebook.com/groups/654775814543840/?ref=web_social_plugin">https://www.facebook.com/groups/654775814543840/?ref=web_social_plugin</a>, press service of the Educational-Scientific Institute of Ukrainian Philology and Social Communications <a href="http://ufck.univer.cherkassy.ua/">http://ufck.univer.cherkassy.ua/</a>, BKNUC <a href="http://www.cdu.edu.ua/">http://www.cdu.edu.ua/</a>.</p>



		<p>Elaboration of qualification projects and one of the parts of the master's projects is an information product published in various types of media and social networks</p>
<p><b>6. QUALITY ASSURANCE</b> <i>In bullet points.</i> <i>May include things like processes of course approval and review; benchmarking activities; key performance indicators; student feedback on course experiences; student engagement in quality assurance and enhancement; role of professional associations, employers, alumni ...</i></p>	<p>At Linnaeus University, after the courses, surveys are conducted, and then teachers are required to respond to the course evaluation results. All courses are centralized from the university (long standardized form). Students also evaluate teachers Courses change, supplement or refine each semester. General programs - every 5 years. The programs provide feedback to stakeholders, discuss programs with journalists, and each semester there is an advisory report from them. At AMU, students evaluate teaching after each semester. To encourage students, the Dean adds 3 extra days to the holidays. It was desirable to get acquainted with the content of the specific questions asked by students during the survey Familiarize yourself with the experience of avoiding student subjectivity when evaluating students</p>	<p>The National Academic Council for Quality Assurance of Educational Activities and Quality of Higher Education operates at the Bohdan Khmelnytsky National University of Cherkasy. The department monitors the results of practice, as well as visiting the practice bases by teachers during the work of students. After the internship, a comprehensive analysis of employers' feedback on trainees is conducted. Educational quality assessments are also conducted by non-governmental organizations such as the Media Detector through public participation in monitoring studies. The protection of students' qualification projects was introduced not in the university premises, but directly in the editorial offices of local media. Employers, heroes of materials involved in quality assessment and public discussion of student work are invited to the defense. An indispensable component of the qualification is to study the audience response to a media product.</p>
<p><b>7. OTHER TOPICS</b> <i>In bullet points.</i> <i>List of any other things.</i></p>		<p>To establish online communication with students, a modern site of the department was created, which presents official information about the educational program and activities, educational and methodological support, etc. to develop students' practical skills, to publicize the results of their professional activity, a student site was created, where author's projects, texts, photos, videos, long reads, information campaigns, campaigns developed by students in the framework of training courses are placed</p>



### 3. BENCHMARKING REPORT OF ACADEMICIAN STEPAN DEMIANCHUK INTERNATIONAL UNIVERSITY OF ECONOMICS AND HUMANITIES

#### Names and Roles of the Participants for both Field Trips

##### Field Trip to AMU

- **Olha Mitchuk** - Doctor of Science in Social Communications, Assistant Professor, Professor at the Department of Social Communications, Dean of the Faculty of Journalism at the Academician Stepan Demianchuk International University of Economics and Humanities.
- **Vitaliy Demianchuk** - Vice-Rector, Doctor of Juridical Sciences, Professor at the Academician Stepan Demianchuk International University of Economics and Humanities.
- **Andrii Smus** - Candidate of Science in Social Communications, Associate Professor at the Department of Theory and Methods of Journalistic Creativity at the Academician Stepan Demianchuk International University of Economics and Humanities.

##### Field Trip to LNU

- **Olha Mitchuk** - Doctor of Science in Social Communications, Assistant Professor, Professor at the Department of Social Communications, Dean of the Faculty of Journalism at the Academician Stepan Demianchuk International University of Economics and Humanities.
- **Nina Myronets** - Dean of the Faculty of European Education, Candidate of Historical Sciences, Associate Professor at the Academician Stepan Demianchuk International University of Economics and Humanities.
- **Andrii Smus** - Candidate of Science in Social Communications, Associate Professor at the Department of Theory and Methods of Journalistic Creativity at the Academician Stepan Demianchuk International University of Economics and Humanities.

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<b>1. COURSE DESIGN</b>		
<b>1.1. Structure of the program</b>	<b>AMU:</b> The new and interesting thing for us was the concept of Z. Bauman about Liquid Modernity. Also many aspects of it were opened and explained by R. Paziuk during his speech on "The impact of Mobilography on the Quality of Photojournalism".	<b>AMU:</b> In the development of the program, we will take into account the experience and advice of our colleagues, who put forward their ideas and suggestions during discussions regarding the concept of Bauman. We will try to focus on the peculiarities of the use of mobilography in journalism, because nowadays it is really very actual.
	<b>LNU:</b> Focusing all sections of the program on the development and continuous improvement of exactly those competencies that a future journalist should acquire for his profession. Particular attention should be paid to practice.	<b>LNU:</b> We in our new / revised program will pay special attention to the practical part. Practical and creative tasks will be able to unlock the potential of a future journalist as widely and broadly as possible. Through practical skills, students will be



		better able to learn theoretical material. We will also try to educate students as often as possible in a journalistic environment, such as television and radio studios.
<b>1.2. Aims of the program</b>	<b>AMU:</b> During the discussions, we realized that it is especially important to take into account the students' opinions when designing courses. We need to know what students want and what they expect to learn.	<b>AMU:</b> We will take into account students' opinions when designing course goals and outcomes.
	<b>LNU:</b> The main result of the program is a highly qualified specialist in journalism. Therefore, it is an important task to properly formulate the aims of the program, that should be achieved by the students in the end of education.	<b>LNU:</b> We will build training modules in such a way that they contribute to the achievement of the basic goals of the program, which are designed to provide the student with all the necessary competences.
<b>1.3. Assessment of the students' results</b>	<b>AMU:</b> During the Oxford Student Debate, many important questions were raised, namely student evaluation. Students express their thoughts on evaluating their knowledge. They also discussed with colleagues the idea of conducting an assessment in a journalistic environment, such as a TV or radio exam, a portfolio, and more.	<b>AMU:</b> We will use different types and kinds of assessment in our program. It will no longer be just an exam, it will be the creation of a story, portfolio, newspaper, video or advertising and more.
	<b>LNU:</b> While visiting local media outlet Barometer and Swedish radio, discussions were also held with colleagues about the possibility of a final assessment in TV and radio studios in order to diversify the learning activities.	<b>LNU:</b> In our educational activities we will use various technical and media opportunities for better absorption of knowledge. We will implement assessment of students in different types for each course.
<b>2. CONTENT OF THE CURRICULUM</b>		



<p><b>2.1. Employment of graduates</b></p>	<p><b>LNU:</b> One of the most important issues in journalism was the employment of graduates during the roundtable discussion on " challenges within media and journalism education, further employment of graduates". How much a student should be qualified and what should have experience to get a job in the profession. Various aspects of teaching were discussed with colleagues, as well as a share of theoretical and practical training. The practice should necessarily use theoretical material that was learned in the lessons and during independent work.</p>	<p><b>LNU:</b> During the examination of students, we will pay special attention to the level of mastering knowledge, their knowledge after conducting independent and individual work. All theoretical material will be anchored in practical tasks to verify that students have mastered and are able to use the skills they have learned.</p>
<p><b>2.2. Research projects.</b></p>	<p><b>AMU:</b> The presentation of Niko Drok was very interesting and helpful. We understand that a journalist embodies the work of a lawyer, investigator, librarian. After all, the student must acquire the skills to find information from different sources, prove its truth, and present the content in the right way to understand.</p>	<p><b>AMU:</b> In our new / revised program we will include projects as a type of student assessment.</p>
<p><b>2.3. Technical aspect</b></p>	<p><b>LNU:</b> On the discussion on topic "How do we train practical skills: information on media studios, rent of the equipment, cooperation with media", it was explained that practical work of the journalist cannot be made without technics. All faculties of journalism must be must be provided with the necessary computer equipment, special and various video cameras, have base of licensed professional image and video programs, professional microphones, and television and radio studios. However, not all universities can provide the faculty with the necessary equipment, and very often there is a need to rent equipment that is not always possible and is responsible.</p>	<p><b>LNU:</b> In implementing the program, we will strive to provide students with the necessary educational equipment as much as possible, which is very important for the formation of their practical skills.</p>
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b></p>		



<p><b>3.1. Students' feedback</b></p>	<p><b>AMU:</b> During the discussions at AMU and the meetings in Kiev, David Quinn came up with the theory that it is very important to monitor students' level of interest during the study of the entire course. This helps to coordinate the learning process and maintain student interest throughout the course.</p>	<p><b>AMU:</b> In order for students to be interested in learning a particular subject, we need to conduct online or written small surveys. They will help us to know what students like, what they want to change. It will help teachers better manage the course based on the students' responses, which will improve their learning outcomes at the end of the course.</p>
<p><b>3.2. Partnership with media of different level (local, regional, all-Ukrainian, foreign).</b></p>	<p><b>LNU:</b> Colleagues discussed that journalist students should leave the framework "university", that is, that students could express themselves on a larger scale. It is important for the university or faculty to work together with media at different levels. So that students can gain experience with "live source". To give possibilities for students to participate in international journalism conferences, programs, grants, exhibitions, as well as attracting well-known journalists to conduct workshops in journalism.</p>	<p><b>LNU:</b> In working with new / revised programs, we will expand the list of stakeholders, who have interest in educating journalists. We will monitor the international market for the sake of finding new opportunities for junior journalists in order to enter the international journalistic arena.</p>
<p><b>4. RESOURCES AND FACILITIES</b></p>		
<p><b>4.1. Technical facilities</b></p>	<p><b>AMU and LNU:</b> Both universities conducted field trips to the faculties of journalism. We have seen that all the equipment is professional, high level and the most important – is modern and innovative. We watched the work of various modern equipment, learned about many new technical opportunities for journalists that are not yet distributed in Ukraine. At the moment, it is very important for the faculties of journalism to have not only technical equipment but modern, not only educational material should be up-to-date, but also the technology itself, which is being constantly modified and improved and provides more opportunities for learning.</p>	<p><b>AMU and LNU:</b> While teaching with a new / revised program, we will try to provide students with innovative products and new technology. Not only domestic but also foreign markets will be monitored for the purchase of only professional and innovative equipment for introducing it into our educational process.</p>



<p><b>4.2. Information resources</b></p>	<p><b>AMU and LNU:</b> Both universities have shown extremely up-to-date databases of information that journalists can use for their studies. The Universities have both paper and electronic bases, as well as old and new editions.</p>	<p><b>AMU and LNU:</b> It is important for us to keep students informed of everything new. It is especially according to the information. Students should be able to search and find information at the university bases. That is, the university library should be fully up-to-date with journalistic issues. There should also be an electronic database where students can read magazines, journals, articles, and find other information online using their smartphone. It should be borne in mind that students are now more likely to use electronic resources, so this should also be taken into account when developing the program.</p>
<p><b>5. STUDENT EXPERIENCE</b></p>		
<p><b>5.1. Student/teacher - 24/7</b></p>	<p><b>AMU and LNU:</b> When traveling to both universities, questions were raised about the possibility of studying outside the university and online. It is very important for students to be able to complete the tasks without leaving the classroom, and to have access to the materials taught by the teacher. Students should also be able to receive grades for their work online. For this you should use different online platforms, skype discussions.</p>	<p><b>AMU and LNU:</b> We already have a custom MOODLE database that contains all the theoretical and practical material for study outside the university. Students must complete the assignment there, and receive a grade with the teacher's commentary. Also, students can get online consultations on specific issues at some time. Students have the opportunity to contact the teacher directly from any course. Under the new program that will be implemented, we will be updating and upgrading the Moodle system to enable students to complete individual tasks and learn material online.</p>
<p><b>6. QUALITY ASSURANCE</b></p>		
<p><b>6.1. Quality assurance by students.</b></p>	<p><b>LNU and AMU:</b> In order to get an assessment of the students of the educational process, teaching, completion of courses, it is necessary to conduct student surveys and take into account their answers to adjust the educational process at the faculty. An important feature should be that the surveys are conducted at the university level.</p>	<p><b>LNU and AMU:</b> We will be introducing such surveys, for example, in the Moodle system, that is, not at the faculty level individually, but at the general level. Where students will be able to grade anonymously. We will constantly monitor these responses and take them into account during our training.</p>



**7. OTHER TOPICS**

*In bullet points.*

*List of any other things.*

---

---



## 4. BENCHMARKING REPORT OF IVAN FRANKO NATIONAL UNIVERSITY OF LVIV

### Names and Roles of the Participants for both Field Trips

1. Andriy Yatsenko, Dean Deputy
2. Yuliana Lavrysh, manager of DESTIN Programme, the teacher at new media Dpt
3. Zalizniak Yuriy, the participant of DESTIN Programme, the teacher at new media Dpt.

### IFNUL Benchmarking report for Field Trip to Adam Mickiewicz University, Poznan

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b></p> <p><i>A bullet-point list of 'topics' like programme aims; structure of programmes; progression of student learning; modules (sizes, core/mandatory); learning outcomes; assessment tasks; relationship of learning outcomes with student assessments; distinctive features; links to other programmes ...</i></p>	<p>Journalism programs in AMU and IFNUL have much in common but are still different.</p> <p>AMU's master program consists of 4 semesters and IFNUL's – of just 3.</p>	<p>We have to invent new insights and methods of program delivery in terms of its unification and standardization.</p>
<p><b>2. CONTENT OF THE CURRICULUM</b></p> <p><i>In bullet points.</i></p> <p><i>May include things like the relationship of programme aims with target groups for student enrolment and graduate employment; the range and nature of the subjects studied and practised; the balance and relationship of theoretical and applied work; nature of research projects; ethics approval for projects ...</i></p>	<p>Research project of AMU's students and faculties seem to be very narrow and particularly specified. Theoretical aspects here are used as a basis for in depth analysis of case studies.</p> <p>Teachers from AMU showed us Master Program, from their Curriculum. Looks that they have a theoretical part balanced with practical part. In AMU they have classification on basic modules, major related modules, specialization-related modules. By the way, MA program has 17 facultative courses.</p>	<p>We may review IFNUL's approach in the field of scientific research – reorienting the faculties and students on narrow but vivid case studies for the sake of industry.</p>



<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b></p> <p><i>In bullet points.</i></p> <p><i>May include things like teaching and learning activities; feedback on student assessments; placements/internships; roles and responsibilities of staff; staff training and development; strategic planning; monitoring and evaluation of course quality; information and communications management with students; supervision and tutoring systems; external partnerships with industry and professional associations; international collaboration (e.g., student exchange) ...</i></p>	<p>English language is widely spread in AMU.</p> <p>Actual professional in journalism and media industry and university's staff needs no specific certificate of English language proficiency to work with students.</p> <p>AMU is a part of great program of international cooperation with other European Universities with new possibilities for academic staff and students.</p> <p>University and School of political studies and journalism enjoy academic freedom in terms of partners and programs to participate and foster the education process.</p> <p>In AMU our group participated in Oxford debates, that was new and very interest for us.</p> <p>Usually students are members of 2 newspapers, 1 radio station, 2 TV-stations in AMU.</p> <p>AMU is in a consortium with 14 universities. The professors use to teach through Skype. By the way students can have the exchange programme in another university for 1 semester for outstanding studies.</p>	<p>Special language courses for faculties and students might be helpful.</p> <p>IFNUL may search for new funding opportunities to hire professional journalists and media managers to works with students in a workshop format – eve without English language B2 certificate.</p> <p>IFNUL school of journalism has to search for new European partner institution to establish educational or research consortiums of its own for students' good and University's attractiveness.</p>
--	---	--



<p><b>4. RESOURCES AND FACILITIES</b> <i>In bullet points.</i> <i>May include things like library resources; studio and IT facilities; role and availability of administrators and technicians ...</i></p>	<p>Library resources of AMU are far more better than the IFNUL's.</p> <p>Student run radio, TV and print media in AMU have good technical base and are excellently equipped.</p> <p>Former students play the key role in administrating the workshop studios and interaction with younger colleagues.</p>	<p>Grants and other funding programs are desperately needed here for libraries and workshop space enrichment and modernisation.</p> <p>Graduates have to be interested in staying connected to the University and help future generations.</p>
<p><b>5. STUDENT EXPERIENCE</b> <i>In bullet points.</i> <i>May include things like learning activities of students in and out of classes; learning opportunities (student choice between and within modules, and outside the curriculum); the showcasing of student achievement;</i></p>	<p>Students do not have to search for practice outside the university's walls – everything is ready for them.</p> <p>They got the possibility to interview Aleksander Kvasnievskyi and Nadiya Savchenko.</p> <p>Language and curriculum freedom play an essential role in students' happiness.</p>	<p>University may foster student run media for practical track as a part of the learning process.</p>
<p><b>6. QUALITY ASSURANCE</b> <i>In bullet points.</i> <i>May include things like processes of course approval and review; benchmarking activities; key performance indicators; student feedback on course experiences; student engagement in quality assurance and enhancement; role of professional associations, employers, alumni ...</i></p>	<p>AMU has cooperation with Polish TV, so students can practise with high quality professionals . AMU staff has a good structured system of a benchmarking and feedback gathering – it looks much like student's interests and learning objectives oriented at one time.</p>	<p>Benchmarking algorithms have to be reviewed – due to the actual needs of the target market and students aspirations.</p>
<p><b>7. OTHER TOPICS</b> <i>In bullet points.</i> <i>List of any other things.</i></p>		



## IFNUL Benchmarking report for Field Trip to Linnaeus Media Institute

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b></p> <p>A bullet-point list of 'topics' like programme aims; structure of programmes; progression of student learning; modules (sizes, core/mandatory); learning outcomes; assessment tasks; relationship of learning outcomes with student assessments; distinctive features; links to other programmes ...</p> <ul style="list-style-type: none"> <li>• Progression of student learning; learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• LNU programme prepares students for work in a broad sense (starting from TV radio social media to marketing or communications offices at companies).</li> </ul>	<ul style="list-style-type: none"> <li>• IFNUL We need to focus on programme to prepare the student for work as a journalist as well as a manager. The programme also should prepares students for further studies at the next levels.</li> <li>• We were fascinated by the story about the usage of Lego bricks on practical lesson. We need to change the approach to practical lessons and stop be scared of creative innovations how to teach. The best way to give the knowledge to students is by combining the theory with interactive methods of teaching.</li> </ul>
<p><b>2. CONTENT OF THE CURRICULUM</b></p> <p>In bullet points.</p> <p>May include things like the relationship of programme aims with target groups for student enrolment and graduate employment; the range and nature of the subjects studied and practised; the balance and relationship of theoretical and applied</p>	<ul style="list-style-type: none"> <li>• The subjects studied at LNU are fully responsive to the challenges of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the number of general education subjects focusing more on applied subjects.</li> <li>• We have the exams only in the form of tests or orally in the form of "question-answer" It would be great to change it. Students have to know how to write an interview(news or reportage) and show their practical skills, not only the theory, on the exams. practical skills, not only the theory.</li> </ul>



<p>work; nature of research projects; ethics approval for projects ...</p> <ul style="list-style-type: none"> <li>• The range and nature of the subjects studied and practised;</li> <li>• The balance and relationship of theoretical and applied work.</li> </ul>		
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b></p> <p>In bullet points.</p> <p>May include things like teaching and learning activities; feedback on student assessments; placements/internships; roles and responsibilities of staff; staff training and development; strategic planning; monitoring and evaluation of course quality; information and communications management with students; supervision and tutoring systems; external partnerships with industry and professional associations; international collaboration (e.g., student exchange) ...</p> <ul style="list-style-type: none"> <li>• Monitoring and evaluation of course quality.</li> </ul>	<ul style="list-style-type: none"> <li>• LNU students have the opportunity to go to partner universities for internships</li> </ul>	<ul style="list-style-type: none"> <li>• We need to think about common curricula for students with partner universities for student internships. Perhaps this would give an opportunity get a double diploma.</li> </ul>



<p><b>4. RESOURCES AND FACILITIES</b></p> <p>In bullet points.</p> <p>May include things like library resources; studio and IT facilities; role and availability of administrators and technicians ...</p> <ul style="list-style-type: none"> <li>• Studio and IT facilities;</li> </ul>	<ul style="list-style-type: none"> <li>• LNU is fully equipped with studio equipment and software. There are technicians who provide constant access to resources.</li> </ul>	<ul style="list-style-type: none"> <li>• improve the equipment using the help of sponsors, grants.</li> </ul>
<p><b>5. STUDENT EXPERIENCE</b></p> <p>In bullet points.</p> <p>May include things like learning activities of students in and out of classes; learning opportunities (student choice between and within modules, and outside the curriculum); the showcasing of student achievement;</p>	<ul style="list-style-type: none"> <li>• The best works of students at LNU University are aired</li> </ul>	<ul style="list-style-type: none"> <li>• Make an agreement with regional TV or radio channels to showcase the best student materials. It's great motivation.</li> <li>• we need to increase the number of creative students' research thesis on our faculty and encourage MA students to participate in the group projects</li> </ul>
<p><b>6. QUALITY ASSURANCE</b></p> <p>In bullet points.</p> <p>May include things like processes of course approval and review; benchmarking activities; key performance indicators; student feedback on course experiences; student engagement in quality assurance and enhancement; role of professional associations, employers, alumni</p>	<ul style="list-style-type: none"> <li>• LNU students gives feedback on course experiences;</li> </ul>	<ul style="list-style-type: none"> <li>• We are on our way to developing a course questionnaire</li> </ul>



## 5. BENCHMARKING REPORT OF MARIUPOL STATE UNIVERSITY

### Names and Roles of the Participants for both Field Trips

1. Bezchotnikova Svitlana – manager, teacher| researcher
2. Melnykova-Kurhanova Olena – teacher| researcher
3. Ivanova Tatyana - teacher | researcher

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b></p> <p><i>A bullet-point list of ‘topics’ like programme aims; structure of programmes; progression of student learning; modules (sizes, core/mandatory); learning outcomes; assessment tasks; relationship of learning outcomes with student assessments; distinctive features; links to other programmes ...</i></p>	<ul style="list-style-type: none"> <li>• <b>AMU and LNU</b> have more exact Titles of their programmes</li> <li>• <b>LNU</b> has good experience of lecturing by blocks system in time-table as a week of TV-management, next a week of radio or web mastering</li> <li>• <b>LNU</b> uses more specialised and innovative content of the programme with size from 7,5 credits to 15 credits</li> <li>• <b>LNU</b> practices comfortable for learning structure of the theoretical courses 1\3 – Lecturing, 1\3 - Reflection 1\3 Discussion</li> </ul>	<p><i>We should, first of all, rename the title of our programme from “Journalism” into “Journalism and Social Communication” as in AMU, to be more exact with the content of the curriculum</i></p> <p><i>It suits our programme perfectly; this schedule of lecturing is easier to organise and is more effective for learning</i></p> <p><i>We should shorten the quantity of general courses and increase the quantity of special, more innovative courses like Digital Graphics and so on</i></p> <p><i>It’s good methodology worth using in MSU</i></p>



	<p>And 12-15 hours of study during the week;</p> <p>LNU has experience of preparing a scientific work by two students</p>	<p>MSU can use preparing a scientific work by two students This can help in future profession of journalist, because it's always a collective creativity.</p>
<p><b>2. CONTENT OF THE CURRICULUM</b>  <i>In bullet points.                  May include things like the relationship of programme aims with target groups for student enrolment and graduate employment; the range and nature of the subjects studied and practised; the balance and relationship of theoretical and applied work; nature of research projects; ethics approval for projects ...</i></p>	<p><b>AMU</b> has widely developed system of Student`s Media for practical skills development</p> <p><b>AMU and LNU</b> use gamification in the study prosses. For example, we participated in Oxford Debate in LNU and Fashion Show. Lego and MediaBox game in LNU.</p> <p><b>LNU</b> pay great attention to the Journalism Ethic, Critical Thinking and Freedom of Speech. These topics are present in special courses, modules and as separate elements of special disciplines.</p> <p><b>LNU</b> has many courses around democratic issues</p> <p><b>LNU</b> has special motivation hours in the course training</p>	<p>We should strengthen students' media in MSU and widen the system of them</p> <p>In MSU we should better integrate gamification and learning events into the study process</p> <p>We should pay more attention to these topics and determine them as cross-cutting through the curriculum for journalism students</p> <p>Courses around democratic issues is a good practice worth to be followed</p> <p>Motivation is absolutely necessary to develop in students during their study, especially after the third year</p>



	<p>LNU pay special attention to the work with information sources, considering working with confidential information depending on the specialization (judicial, legal, economic journalism) (sensitive information). To distinguish a public-oriented model with a separate module journalism in one or another specialization, to study in more details the democratic foundations of journalism, including the examples, practice it in classes. Freedom of speech as the highest ideal of the journalist is considered in various aspects during his training in practice-oriented disciplines. Investigative journalism is implemented as journalism technique into press, radio, television courses, work with sources.</p>	<p><b>MSU should</b> pay special attention to the work with information sources too, paying attention to the confidential information. Freedom of speech as the highest ideal of the journalist must be shown in various aspects during his training in practice-oriented disciplines.</p>
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b> <i>In bullet points.</i> <i>May include things like teaching and learning activities; feedback on student assessments; placements/internships; roles and responsibilities of staff; staff training and development; strategic planning; monitoring and evaluation of course quality; information and communications management with students; supervision and tutoring systems; external partnerships with industry and</i></p>	<p><b>LNU and AMU</b> pay special attention to the feedback on student assessments in the form of survey</p> <p><b>In LNU</b> students have the opportunity to study abroad in any of the universities with which LNU has agreement - cross border course.</p>	<p>In MSU is necessary to share among the teachers the practice of students` survey at the end of the course</p> <p>In MSU is necessary to raise this question and to settle this question with foreign partners</p>



<p><i>professional associations; international collaboration (e.g., student exchange) ...</i></p>		
<p><b>4. RESOURCES AND FACILITIES</b> <i>In bullet points. May include things like library resources; studio and IT facilities; role and availability of administrators and technicians ...</i></p>	<p><b>In AMU</b> radio studio is supported by supervisor and has as workers – volunteers for practising their skills in radio</p>	<p>MSU can try such experiment</p>
<p><b>5. STUDENT EXPERIENCE</b> <i>In bullet points. May include things like learning activities of students in and out of classes; learning opportunities (student choice between and within modules, and outside the curriculum); the showcasing of student achievement;</i></p>	<p>Organization of a summer school for students or students` exchange experience (domestic or foreign) is also an interesting form of work of the Linnaeus University</p>	<p>MSU can organise summer school for students</p>
<p><b>6. QUALITY ASSURANCE</b> <i>In bullet points. May include things like processes of course approval and review; benchmarking activities; key performance indicators; student feedback on course experiences; student engagement in quality assurance and enhancement; role of professional associations, employers, alumni ...</i></p>	<p><b>LNU and AMU</b> have instruments for student engagement in quality assurance process and enhance</p>	<p>MSU should implement processes of course approval and review; student engagement in quality assurance and enhancement and test this procedure</p>
<p><b>7. OTHER TOPICS</b> <i>In bullet points. List of any other things.</i></p>		<p>In LNU and AMU we found new professional contacts with our colleagues</p>



## 6. BENCHMARKING REPORT OF SUMY STATE UNIVERSITY

### Names and Roles of the Participants for both Field Trips

#### Field Trip to LNU

Olena Tkachenko WP 2

Olha Sydorenko WP 6

Volodymyr Sadivnychiy WP 9

Yuliia Kozyr – project manager, WP 8

#### Field Trip to AMU

Olena Tkachenko WP 2

Volodymyr Sadivnychiy WP 9

Yuliia Kozyr – project manager, WP 8

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<b>1. COURSE DESIGN</b> <ul style="list-style-type: none"> <li>Number of courses per semester</li> <li>Assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>LNU has a standard design for every semester (maximum of 4 courses 7,5 credits each). Courses are content-rich and arranged in line with the logic of acquiring professional competences</li> <li>The assessment tasks in LNU are aligned with the established norms as for ECTS credits specified for a particular course. Students are not overloaded with assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>We need to revise the size of courses (in ECTS credits) to make them fewer but more substantial. The role of every course should be reconsidered because some courses do not work for the curriculum learning outcomes. We also have to arrange our courses to make them work together more consistently</li> <li>We need to adjust the amount of assessment tasks to timing norms to prevent students' overload.</li> </ul>
<b>2. CONTENT OF THE CURRICULUM</b> <ul style="list-style-type: none"> <li>the balance and relationship of theoretical and applied work</li> </ul>	<p>LNU programs seem to have a perfect balance of theoretical and practical courses</p>	<p>We could make a clearer distinction between theoretical and practical courses according to learning outcomes.</p> <p>We could enlarge the volume of practical courses.</p>
<b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b> <ul style="list-style-type: none"> <li>tutoring systems;</li> <li>external partnerships</li> </ul>	<p>LNU and AMU have tutoring systems</p> <ul style="list-style-type: none"> <li>LNU and AMU have improved external partnerships with industry</li> </ul>	<p>We can consider the possibility of adopting a practice of tutoring to every year of study.</p> <p>We should develop ties with stakeholders to a higher level</p>



with industry and professional associations	and professional associations	
<b>4. RESOURCES AND FACILITIES</b> studio and IT facilities	<ul style="list-style-type: none"> <li>Both LNU and AMU have great IT facilities with wide access for students</li> <li>Technical resources of LNU allow creating production environment akin to the real one in the media industry.</li> <li>Students work creatively in small groups, which are not controlled by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>We have to replenish and upgrade software in all our crossmedia and multimedia labs.</li> <li>We can consider using the capacities of our labs, TV studio and radio studio in full force.</li> <li>We can use TV and radio studios for students' self-study</li> </ul>
<b>5. STUDENT EXPERIENCE</b> <ul style="list-style-type: none"> <li>students' choice between and within modules, and outside the curriculum</li> <li>the showcasing of students' achievement</li> </ul>	<ul style="list-style-type: none"> <li>LNU offers a variety of courses within and outside the curriculum frame, which can be chosen by students</li> <li>At LNU students have wide opportunities for academic mobility with the cross transfer of credits</li> <li>At AMU students create content for the local and national media</li> </ul>	<p>We have to continue SSU's practice of providing selective courses within modules, and outside the curriculum</p> <p>We can consider the possibility of cross transferring the credits within some courses for different kinds of academic mobility (summer schools, probations, etc.).</p> <p>We will continue the partnership with the local media and consider the relevance of creating a students' media outlet at the department.</p>
<b>6. QUALITY ASSURANCE</b> students' feedback on course experiences, engagement in quality assurance and enhancement	At both universities, students have to complete a survey at the end of each course. They also take part in curricula development and evaluation.	We have to continue SSU's practice to engage students in the evaluation of courses, their role, and place in a curriculum, efficiency of the methods used in teaching and assessment.
<b>7. OTHER TOPICS</b> In bullet points. List of any other things.	At LNU they have a state financial support of education. Students don't have to pay for education and even additional equipment can be provided for a student or a teacher if they give reasons for a purchase.	We can consider further opportunities for fundraising from grants to maintain and develop the educational process.



---

	<p>Students are not limited by academic schedule. They can work at workshops and labs from 7 am to 11 pm.</p>	
--	---	--



## 7. BENCHMARKING REPORT OF TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV

### Names and Roles of the Participants for both Field Trips

#### LNU Field Trip

- **Bogdana Nosova**, Associate Professor, Department of Social Communications, Institute of Journalism, Taras Shevchenko National University of Kyiv
- **Yurii Bondar**, Head of Department of Social Communications, Institute of Journalism, Taras Shevchenko National University of Kyiv
- **Anastasiia Volobuieva**, Associate Professor, Department of History of Journalism, Institute of Journalism, Taras Shevchenko National University of Kyiv

#### AMU Field Trip

- **Bogdana Nosova**, Associate Professor, Department of Social Communications, Institute of Journalism, Taras Shevchenko National University of Kyiv
- **Yevhen Tsymbalenko**, Deputy Director for Scholar Work and International Collaboration, Institute of Journalism, Taras Shevchenko National University of Kyiv
- **Yurii Havrylets**, Assistant Professor, Department of Social Communications, Institute of Journalism, Taras Shevchenko National University of Kyiv

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b> <i>A bullet-point list of 'topics' like</i></p> <p><i>Programme aims</i></p>	<p>A bullet-point list of brief statements on the particular things observed.</p> <p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>➤ The aims of the study programmes and curricula are to train qualified specialists, in particular practical journalists ("journeymen/craftsmen") who are able to ensure firstly the performance of the everyday editorial tasks.</li> </ul>	<p>A bullet-point list of brief statements on how the observation might help to inform the development of new/revised courses.</p> <p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>➤ Study programmes and curricula review should focus on enhancing the practical components of the modules.</li> <li>➤ It is necessary to see a broader introduction of the practice of training workshops with the involvement of well-known and successful journalists, other media workers, publishers, PR and</li> </ul>





	<p>their expectations and desires regarding certain course, and on the other hand to evaluate outcomes, how they correspond to expectations and how students are satisfied with certain course.</p> <ul style="list-style-type: none"> <li>➤ Z. Bauman’s Liquid Modernity Concept is really interesting and represents an interesting theoretical framework for media studies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ We might implement this survey in our study process as it will help to obtain more systematic students’ feedback on new (revised) courses.</li> <li>➤ We have to combine practical skills with theoretical thinking. In addition, bodies of cases should be balanced by the refined theoretical outlooks. Without proper generalization of cases skills of critical and phenomenological thinking will be highly weakened.</li> </ul>
<p><b>2. CONTENT OF THE CURRICULUM</b>  <i>In bullet points.                  May include things like the relationship of theoretical and applied work; nature of research projects.</i></p>	<p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>➤ The emphasis in study is on the student's practical skills, achievement of the proper level of its professional training. Accordingly, study projects have a practical character. Scientific research projects are rather an exception in the study process, which is possible, but not crucial for assessment learning outcomes. In addition to modern educational resources and forms of learning there are also traditional ones.</li> </ul> <p><u>AMU visit</u></p>	<p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>➤ Increasing of attention to the practical component of training. At the same time, the theoretical study for students remains relevant, especially for professional courses.</li> </ul> <p><u>AMU visit</u></p> <ul style="list-style-type: none"> <li>➤ To design part of the final feedback</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Idea about assessment form was great insight.</li> <li>➤ Nico Drok's (EJTA) thought-provoking and eye-opening presentation makes us revisit our core expectations for the future of journalism. The main message of it was the deep understanding in a journalist community that we no more can remain humble disseminators of information, but to shift our activity focus to investigative work.</li> <li>➤ Bogdana Nosova (TSNUK) highlighted in her paper on changes in journalism and journalism education in the digital age and onto crucial aspects that new/revised curricula and programmes in particular should focus on: journalism of dialogue, journalism of values, journalism of authority (i.e. credibility).</li> <li>➤ Another interesting point at the academic conference at AMU was a speech of Roman Paziuk (ChNU), about mobilography – making photos with a smartphone.</li> </ul>	<p>survey regarding content of the course. If some parts of the course are obsolete and students claim that we should replace such modules or topics of the course to newer ones.</p> <ul style="list-style-type: none"> <li>➤ Focus on several skills that have to be developed in journalism students. Names for those skills may be too generic, but that poses new challenges in front of our job. (1) Critical thinking, (2) data analysis skills, (3) persistence to find new links between usual things that is the core to investigative activity. Quantity should be totally replaced by quality.</li> <li>➤ We may develop several courses on mobilography, or photography using a smartphone. It should be useful for future journalists in capturing sudden events or situations.</li> </ul>
--	--	--



	<p>Interesting focus was that today no matter how masterful photo is; sometimes-different factors may be decisive to success in selling the photo, i.e., abruptness of the motion.</p>	
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b>  <i>In bullet points.</i>  <i>May include things like external partnerships with industry and professional associations.</i></p>	<p><u>LNU visit</u>          ➤ Training of journalists is carried out in fact on request and with the participation and cooperation of media outlets.</p> <p><u>AMU visit</u>          ➤ Constant tracking of relevance and students' interest in the course is a good idea, proposed by David Quin (IADT) on the last day.          ➤ Regular workshops with media employers will be really helpful to grasp new opportunities to develop being a student. This perspective is to be much more productive and</p>	<p><u>LNU visit</u>          ➤ To consider the possibility and feasibility of establishing at the university training newsrooms, laboratories, model of news agencies, etc. in collaboration with leading mass media, interested in purposeful training of staff, which would ensure continuity and proper quality of the educational and production process.</p> <p><u>AMU visit</u>          ➤ Within each module evaluation Google Form may be provided to students to give their feedback. That will be helpful to support high levels of teaching a course.          ➤ Next year elements of the course that were assessed as less interesting and important for</p>



	<p>helping students realize precise criteria they will be evaluated by the market.</p>	<p>students, should be either revisited, or taken out of the course and superseded by more engaging topics.</p>
<p><b>4. RESOURCES AND FACILITIES</b> <i>In bullet points.</i> <i>May include things like infrastructure and facilities.</i></p>	<p><u>LNU visit</u> ➤ The training of specialists is carried out with complete adequate technical facilities, that conformed with the modern realities and needs of nowadays journalism.</p> <p><u>AMU visit</u> ➤ During first day of the Field Trip to AMU we observed really nice working environment in the library, on our question about academic subscriptions to scholarly top-level peer-reviewed journals, it turned out that top 10 journals are academically subscribed and freely available (e-edition) at the library for students and staff.</p>	<p><u>LNU visit</u> ➤ To improve the technical facilities, with the involvement, possibly, on contractual terms, also of the leading equipment manufacturing companies necessary for the training of journalists.</p> <p><u>AMU visit</u> ➤ It would be nice to provide to our students legal framework to find top-level articles in social science and media studies.</p>
<p><b>5. STUDENT EXPERIENCE</b> <i>In bullet points.</i> <i>May include things like the showcasing of student achievement.</i></p>	<p><u>LNU visit</u> ➤ Access to learning outcomes - student-generated content is provided.</p>	<p><u>LNU visit</u> ➤ Creation of appropriate e-resources to show the student works prepared during the study process,</p>



	<p><u>AMU visit</u></p> <ul style="list-style-type: none"> <li>➤ Some kind of interactive platform, i.e., Google Classroom or Moodle, will help to keep in touch 24/7. At any time student may ask questions on topics that are not so clear and need explanation.</li> </ul>	<p>conducting of various creative contests of student works about a selected topic, study projects etc.</p> <p><u>AMU visit</u></p> <ul style="list-style-type: none"> <li>➤ Using interactive study platforms (Blackboard, Moodle, Google Classroom etc.) and online discussion boards where all the students can share a feedback on others' work. It is highly interactive experience when students not only publish their work, but also are responsible for assessing others.</li> <li>➤ On the other hand, students may be notified immediately about their marks just at the moment when professor puts a mark in. We had some experience with Blackboard, Moodle, and Google Classroom. Although for example Google Classroom has some setbacks, it is being constantly improved. And these kinds of platforms are really worth using.</li> </ul>
<p><b>6. QUALITY ASSURANCE</b> <i>In bullet points.</i></p>	<p><u>LNU visit</u></p>	<p><u>LNU visit</u></p>



<p><i>May include things like monitoring and quality learning assessment. Student feedback on course experiences; student engagement in quality assurance and enhancement.</i></p>	<p>➤ In order to objective assessment and adhere to the rules of professional and corporate ethics, the student surveys on educational process, teaching staff and courses, the quality of training of specialists in an educational institution is carried out only by an educational institution and not by teaching staff individually.</p> <p><u>AMU visit</u></p> <p>➤ It would be great if we manage to ensure around 20% of mark should be reserved to peer-evaluation, and professor is responsible for the rest 80% of the mark.</p>	<p>➤ To manage the survey on the educational process quality, entrusting, perhaps, the preparation and conduct of such surveys to one of the substantive departments, with the appropriate coordination, alignment and approval of questions and forms for surveys.</p> <p><u>AMU visit</u></p> <p>➤ But how can students be motivated to stay objective to their peers? All the assignments which may be evaluated by peer-students should be allocated on open platforms to which all the academic group has access. Beneath the mark, there should be argumentative explanation why this mark is deserved by the applicant. Besides, there will be great if each and every assignment will become a nice place for discussion and deeper understanding of the</p>
--	---	--



		course by each participant.
<b>7. OTHER TOPICS</b> <i>In bullet points.</i> <i>List of any other things.</i>	---	---



## 8. BENCHMARKING REPORT OF UKRAINIAN CATHOLIC UNIVERSITY

### Names and Roles of the Participants for both Field Trips

#### Field Trip to LNU

- Yurii Opoka, UCU journalism program, Associate professor
- Zoia Krasovska, UCU journalism program, Associate professor
- Solomiia Kryvenko, UCU Media Communication Program, Associate professor

#### Field Trip to AMU

- Borys Potyatynyk, Professor, Journalism Department, Ukrainian Catholic University
- Uliana Makarenko, Head of the Masters Program in Media Communications
- Kateryna Bilinska, Administrative manager, Journalism Department

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b> <i>A bullet-point list of 'topics' like</i></p> <p><i>Programme aims</i></p>	<p><i>A bullet-point list of brief statements on the particular things observed.</i></p> <p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>• The key observation, which is related to a training course (or more specifically the courses): it seems to be adaptive and relevant. That is, it responds to the needs of the time and looks flexible. The university has three basic media programs:</li> <li>• 1) Journalism and Media Production,</li> <li>• 2) Creative Media Program,</li> <li>• 3) Media and Entrepreneurship.</li> <li>• These programs reflect market needs and</li> </ul>	<p><i>A bullet-point list of brief statements on how the observation might help to inform the development of new/revised courses.</i></p> <p>It seems to be prudent to adopt the practice of thorough learning for Bachelors and of short-term, narrow-based training for employed journalists.</p>





	<p>their expectations and desires regarding certain course, and on the other hand to evaluate outcomes, how they correspond to expectations and how students are satisfied with certain course.</p>	<p><u>AMU visit</u>                  ? We should improve our evaluation of a course's content by our students and be prepared to get more systematic students' feedback on new (revised) courses.</p>
<p><b>2. CONTENT OF THE CURRICULUM</b>  <i>In bullet points.</i></p>	<p>LNU visit</p> <ul style="list-style-type: none"> <li>• Journalism and Media Production include theoretical and analytical approaches to journalism, the workshop on radio, television, print and online formats.</li> <li>• Creative Media Program is more concentrated on the creation of media content, design and ways of conveying of information. Graduates of the program can work for mass media, agencies or government organizations.</li> <li>• The Media and Entrepreneurship program combines the specifics of media production and business management. Students learn an additional block of economic disciplines.</li> </ul>	<p>? it is worth a try to build the synergy between different programs and specific courses that everyone needs – to give lectures for unification of academic groups of students and to conduct some practical courses for small groups of students according to their specialization.</p>



<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b></p>	<p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>• The management and organization of the trainings at the Fojo Institute have really interesting and efficient form.</li> <li>• During a year up to five hundreds of journalists can participate in a variety of courses at the Institute. Fojo trains journalists from Sweden, Asia and Africa, as well as from countries in Central and Eastern Europe (Ukraine, Russia, Belarus, Georgia, Moldova, Latvia).</li> </ul> <p><u>AMU visit</u></p> <ul style="list-style-type: none"> <li>• Courses of data journalism, podcasting and improving writing skills are in demand among journalists.</li> <li>• The topics of workshops and courses depend on the needs of the clients, that is, journalists.</li> </ul>	<ul style="list-style-type: none"> <li>• This experience worth being implemented. You can learn from the experience and try to expand it in other countries in the region.</li> <li>• In addition, it is worth developing a list of current and practical courses for media practitioners.</li> </ul>



<p><b>4. RESOURCES AND FACILITIES</b> <i>In bullet points.</i></p>	<p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>Students have the ability to practice on modern equipment at the University classrooms. This equipment is updating each 5 years by costs of University. Equipment for radio studios is oriented to the standards of public service broadcasting, so after graduation young journalists get into familiar conditions with familiar remotes and technical settings.</li> <li>Students can use the university's equipment (cameras, microphones etc.) for private\ professional purposes, such as freelancing, but then they have to rent the equipment for a market price.</li> </ul> <p>AMU visit</p> <ul style="list-style-type: none"> <li>AMU have good technical base and is excellently equipped</li> </ul>	<ul style="list-style-type: none"> <li>Two points are very important.</li> <li>First, the resources are constantly updated and the student learns to work with the same equipment that they will later see and use in their working places.</li> <li>Secondly, equipment does not idle, but "works" at the university. The practice of renting equipment is an interesting and creative approach to the usage of university resources.</li> </ul>
<p><b>5. STUDENT EXPERIENCE</b> <i>In bullet points.</i></p>	<p><u>LNU visit</u></p> <ul style="list-style-type: none"> <li>During their studies, students gain a great deal of practical experience. We have witnessed a group of students preparing a TV show (online) in a studio that is identical to the big channel studio. Also a lot of work is</li> </ul>	<p>Practice during education is important for both practical and theoretical curriculums. Without many practically oriented disciplines, the media sciences make no sense.</p>



	<p>done in the field. For example, a drone journalism course is to work with a drone under field conditions, i.e. at locations outside the university.</p> <ul style="list-style-type: none"> <li>• Interesting observation: students must write theoretical work to complete the program. But they can write it in groups of two students.</li> </ul>	
<p><b>6. QUALITY ASSURANCE</b> <i>In bullet points.</i></p>	<p><b>AMU visit</b></p> <ul style="list-style-type: none"> <li>• Cooperation with TV, press and radio professionals provides additional opportunities to evaluate AMU journalism program by media professionals and keep in touch with media industry.</li> </ul>	<p>Flexible and diverse approaches to assessing the quality of learning should be provided. Every project and every activity needs a methodology.</p> <ul style="list-style-type: none"> <li>• We need to think about how we can work more closely with media industry</li> </ul>
<p><b>7. OTHER TOPICS</b> <i>In bullet points.</i> <i>List of any other things.</i></p>		



## 9. BENCHMARKING REPORT OF UZHGOROD NATIONAL UNIVERSITY

### Names and Roles of the Participants for both Field Trips

#### Field Trip to LNU

- Yuriy Bidzilya – Project Leader
- Galyna Shapovalova – Project Manager
- Nataliia Tolochko – teacher, administrative staff

#### Field Trip to AMU

- Yuriy Bidzilya – Project Leader
- Evgen Solomin – Associate Professor
- Vasyl Putrashyk – teacher, Editor-in-Chief of Mediacyber UzhNU.

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b></p> <p><i>A bullet-point list of 'topics' like programme aims; structure of programmes; progression of student learning; modules (sizes, core/mandatory); learning outcomes; assessment tasks; relationship of learning outcomes with student assessments; distinctive features; links to other programmes ...</i></p>	<p>Journalism programs in AMU and LNU have much in common but are still different.</p> <p>AMU's master program consists of 4 semesters and LNU's – of just 3.</p>	<ol style="list-style-type: none"> <li>1. We have to invent new insights and methods of program delivery in terms of its unification and standardization.</li> <li>2. The technical support of journalistic disciplines in the teaching process should be improved.</li> <li>3. Make the aims of the bachelor's and master's programs clearer.</li> <li>4. Improve the system of assessment of student work.</li> <li>5. Optimize the number of modules for bachelors and masters.</li> <li>6. Make a clearer connection between learning outcomes and their evaluation.</li> </ol>
<p><b>2. CONTENT OF THE CURRICULUM</b></p> <p><i>In bullet points. May include things like the relationship of programme aims with target groups for student enrolment and graduate employment; the range</i></p>	<p>LNU and AMU have well-balanced theoretical and practical components of training; teaching of professional</p>	<ol style="list-style-type: none"> <li>1. We have to improve the correlation between theoretical and applied work of students, the nature of</li> </ol>



<p><i>and nature of the subjects studied and practised; the balance and relationship of theoretical and applied work; nature of research projects; ethics approval for projects ...</i></p>	<p>disciplines is carried out compactly, cyclically. Students devote a lot of time to practical work in university laboratories and produce completed media products.</p>	<p>research projects; ethics approval for projects. 2. We hope that by receiving the equipment within the project DESTIN, we will be able to provide students with the opportunity to produce quality and complete media projects.</p>
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b> <i>In bullet points. May include things like teaching and learning activities; feedback on student assessments; placements/internships; roles and responsibilities of staff; staff training and development; strategic planning; monitoring and evaluation of course quality; information and communications management with students; supervision and tutoring systems; external partnerships with industry and professional associations; international collaboration (e.g., student exchange) ...</i></p>	<p>The proximity, unification of bachelor's and master's programs, fluency in English contributes to the mobility of students and teachers of LNU and AMU, their international cooperation.</p> <p>Transparent goals, specific learning outcomes and their evaluation ensure high quality training for journalists at LNU and AMU.</p> <p>Systematic monitoring and evaluation of module quality, regular and effective communication of teachers and students also contribute to the improvement of the quality of the programs.</p>	<p>1. UzhNU journalism departments make regular open discussions of bachelor's and master's programs with teachers, employers and graduates.</p> <p>2. Systematically conduct student surveys on module quality.</p> <p>3. Monitor the effectiveness and objectivity of the student competency assessment system.</p> <p>4. Make an attempt to introduce internal and external mobility of teachers and students.</p> <p>5. Special language courses for faculties and students might be helpful.</p>
<p><b>4. RESOURCES AND FACILITIES</b> <i>In bullet points. May include things like library resources; studio and IT facilities; role and availability of administrators and technicians ...</i></p>	<p>The AMU and LNU library resources are extremely rich and powerful.</p> <p>Educational programs at LNU and AMU have good technical facilities,</p>	<p>1. UzhNU requires grants and other funding programs to enrich and modernize libraries and technical laboratories.</p>



	<p>well-equipped laboratories for the study of print media, radio, television, online media.</p> <p>At LNU and AMU, administrators and technicians work closely with faculty and students.</p>	<p>2. Graduates should be interested in staying in touch with the university and helping the next generations.</p> <p>3. The university should provide regular internships for technical staff.</p>
<p><b>5. STUDENT EXPERIENCE</b> <i>In bullet points.</i> <i>May include things like learning activities of students in and out of classes; learning opportunities (student choice between and within modules, and outside the curriculum); the showcasing of student achievement;</i></p>	<p>Students have the opportunity to gain practical experience at the university, as LNU and AMU have highly qualified teachers and a good technical base.</p> <p>Extremely useful for students of LNU and AMU are freedom of choice of modules and academic mobility.</p>	<p>1. In UzhNU the students' choice between and within modules and outside the curriculum should be expanded.</p> <p>2. Make a public display of students' educational achievements.</p> <p>3. Increase the number of creative projects to develop student teamwork skills.</p>
<p><b>6. QUALITY ASSURANCE</b> <i>In bullet points.</i> <i>May include things like processes of course approval and review; benchmarking activities; key performance indicators; student feedback on course experiences; student engagement in quality assurance and enhancement; role of professional associations, employers, alumni ...</i></p>	<p>The LNU and AMU systematically study students' feedback on the modules in order to control and improve the quality of training of specialists, to take into account the wishes of students when teaching courses. They also take into account the needs of the labor market and the responses of employers.</p>	<p>1. Teachers and technical staff of the UzhNU Journalism Department should systematically monitor senior students about the quality of educational programs and modules.</p> <p>2. Journalism departments make regular meetings with employers and alumni to monitor the quality of journalism education.</p> <p>3. Teachers should review the content of the modules according to student feedback and media needs.</p>
<p><b>7. OTHER TOPICS</b> <i>In bullet points.</i></p>		



---

<i>List of any other things.</i>		
----------------------------------	--	--



## 10. BENCHMARKING REPORT OF YURIY FEDKOVYCH CHERNIVTSI NATIONAL UNIVERSITY

### Names and Roles of the Participants for both Field Trips

#### Field Trip to LNU

- Liubov Vasylyk, Associate Professor, Department of Journalism, CHNU
- Lilia Shutiak, Associate Professor, Department of Journalism, CHNU
- Valeria Saftiuk, English Programmes Coordinator, International Office, CHNU

#### Field Trip to AMU (Adam Mickiewicz University in Poznań)

- Roman Paziuk, Associate Professor, Department of Journalism, CHNU
- Taras Hrynivskiy, Associate Professor, Department of Journalism, CHNU
- Viktor Megley, English Programmes Coordinator, International Office, CHNU

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<b>1. COURSE DESIGN</b> <ul style="list-style-type: none"> <li>▪ <i>structure of programmes</i></li> <li>▪ <i>modules (sizes, core/mandatory)</i></li> <li>▪ <i>links to other programmes</i></li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ CHNU and LNU have one standard range of modules/ subjects (ECTS).</li> <li>▪ Both of them stick to compulsory (core) and optional (elective) modules</li> <li>▪ Assessment of students is clear and public</li> <li>▪ The types of assignments help to gain the competencies declared in the study programme (SP)</li> </ul> <p><b><u>AMU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ The programme «Dziennikarstwo I komunikacja społeczna» includes a variety of specialities that have the common educational componenta as well as a seperate one.</li> <li>▪ The common courses are usually large in scope and theoretical.</li> <li>▪ Specialization courses are often practical, though have few ECTS credits.</li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ We need to take into account the benefits of having a standard range of modules in our BA and MA programmes.</li> <li>▪ We need to give students the opportunity to have a free choice of courses</li> <li>▪ We need to give the SP a clear concept</li> <li>▪ We should not overload the SP with low-ECTS educational components</li> </ul> <p><b><u>AMU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ Possibility to develop one's own curricula by focusing on the core component in terms of credits and hours for further student mobility ("Theory of Mass Communication", "Copyright"" "Methods of Journalistic Research")</li> <li>▪ Taking into account the European experience as to non-specialized courses</li> </ul>



	<ul style="list-style-type: none"> <li>▪ The programme includes low ECTS credit courses (1 -2 credits).</li> <li>▪ Availability of interdisciplinary courses (Logic, Philosophy, Language Culture, Sociology, Rhetoric, etc.)</li> </ul>	<p>(Logic, Philosophy, Economics, Political Science, etc.)</p>
<p><b>2. CONTENT OF THE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>▪ <i>relationship of theoretical and applied work;</i></li> <li>▪ <i>nature of research projects.</i></li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ CHNU AND LNU Take into account the demands of the labour market when formulating the SP goals, involving monitoring the employment of alumni. HEIs take into account the employers’ opinions. They consider the students’ opinions in forming the list of the elective educational component. The SP retains the reasonable correlation between theoretical and practical teaching. Students can freely choose the topic of their creative project.</li> </ul> <p><b><u>AMU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ As a result of the conference we outlined the main challenges to journalism education in the digital age: moving away from the simple dissemination of information to the emphasis on credibility (authority journalism), the ability to communicate, to seek common points of contact (journalism of dialogue), the appeal to common human values, instincts ( journalism of values)</li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ The Department of Journalism at CHNU will develop a new SP based on the survey of employers, alumni and students conducted by the Department.</li> <li>▪ The Department of Journalism takes into account the students’ opinions on the optimal combination theory and practice in the SP.</li> <li>▪ We will foresee the possibility to choose both applicable and creative projects for qualification research.</li> </ul> <p><b><u>AMU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ Within the framework of the discussion, the concept of using mobile photography (photos taken from a smartphone) in modern journalism was presented.</li> <li>▪ The survey of employers, alumni and students was conducted on their vision of contemporary journalism and journalistic education in Ukraine.</li> <li>▪ In updating our own study programmes, using the experience of their Polish colleagues, we focused on specifying general and specialized competencies, learning</li> </ul>



		<p>outcomes and skills in studying disciplines (transition from quantity to quality).</p>
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b></p> <ul style="list-style-type: none"> <li>▪ <i>external partnerships with industry and professional associations.</i></li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ Teaching and training within the SP is clearly planned, staff actively communicates with internship facilities,</li> <li>▪ production representatives are involved in monitoring and assessing the quality of the course,</li> <li>▪ an external partnership with industrial and professional associations,</li> <li>▪ international cooperation (student exchange) is being developed.</li> </ul> <p><b><u>AMU visit:</u></b></p> <p>Useful suggestions</p> <ul style="list-style-type: none"> <li>▪ Ongoing communication with employers.</li> <li>▪ Conducting the survey of students about their interest in certain training courses.</li> <li>▪ The university has a variety of media (newspapers, magazines, radio and TV) as a base for practical training of students (Immensely interesting and exemplary AMU experience).</li> <li>▪ The format of classes in the form of discussions between students majoring in different specialties.</li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ In developing the SP, the Department plans to establish relationships with alumni, improve communication with internship facilities , involve stakeholders in the formation of the concept of the new SP, take into account their opinion on improving the progress of internship.</li> <li>▪ The Department will involve professional journalist associations, including the regional branch of the National Union of Journalists of Ukraine, in the formation of the SP.</li> <li>▪ We support international collaboration and student mobility projects.</li> </ul> <p><b><u>AMU visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ Conducting a student survey on improving the curriculum and individual modules, constant communication with students.</li> <li>▪ Diversification of the elective component of the curriculum.</li> <li>▪ Orientation towards current trends in journalistic education and the needs of the local information market.</li> </ul>



<p><b>4. RESOURCES AND FACILITIES</b></p> <ul style="list-style-type: none"> <li><i>infrastructure and facilities.</i></li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>CNU and LNU have sufficient library resources for educational activities. The material and technical support (equipment) of the educational process is weaker in CNU.</li> </ul> <p><b><u>AMU visit:</u></b></p> <ul style="list-style-type: none"> <li>Ongoing updating of library resources and access to them online.</li> <li>Good material and technical support (equipment) is the key to training a competent journalist (AMU exemplary experience).</li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>The Department will expand its library resources and plans to set up a DESTIN laboratory.</li> </ul> <p><b><u>AMU visit:</u></b></p> <ul style="list-style-type: none"> <li>Creating their own TV studio.</li> <li>Upgrading digital equipment and creating new computer classes.</li> <li>Providing free access to student learning resources.</li> </ul>
<p><b>5. STUDENT EXPERIENCE</b></p> <ul style="list-style-type: none"> <li><i>showcasing of student achievement.</i></li> </ul>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>Promptly inform students about changes in curriculum and extracurricular activities with the help of modern IT technologies (Google-calendar).</li> <li>Informing students about conducting classes on the computers in the university buildings (changes online).</li> <li>Students have high-quality and modern TV and radio studios, where they improve their practical skills. The equipment is regularly updated. Not all local media have this opportunity.</li> </ul> <p><b><u>AMU visit:</u></b></p>	<p><b><u>LNU visit:</u></b></p> <ul style="list-style-type: none"> <li>LNU and CHNU Department of Journalism use quality websites for students to register and access (closed network) quality communication and exchange of educational materials. The Department will draw on the experience of their Swedish colleagues and improve their work in the field of distance learning.</li> <li>The mentor program. Students of the Department of Journalism of CHNU once a year have an internship. However, such additional individual collaboration with a professional is effective in scientific and professional terms and is worthy of introduction into the curriculum.</li> </ul> <p><b><u>AMU visit:</u></b></p>



	<ul style="list-style-type: none"> <li>▪ Conducting practical classes and seminars on the basis of university media.</li> <li>▪ A big benefit of AMU is the ability to broadcast student programmes on other radio broadcasters.</li> <li>▪ Participation of students with their projects in various competitions and festivals and active promotion of their achievements.</li> <li>▪ Use of technical capabilities for distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaging students in creating and distributing their own media products.</li> <li>▪ Providing greater opportunities for hands-on learning.</li> <li>▪ Adopting AMU's experience in using their own media for hands-on student learning.</li> <li>▪ Wide use of information platforms for distance learning of students. Consideration of dualistic learning.</li> </ul>
<p><b>6. QUALITY ASSURANCE</b></p> <ul style="list-style-type: none"> <li>▪ <i>monitoring and quality learning assessment.</i></li> <li>▪ <i>student feedback on course experiences;</i></li> <li>▪ <i>student engagement in quality assurance and enhancement.</i></li> </ul>	<p><u>LNU visit:</u></p> <ul style="list-style-type: none"> <li>▪ Students receive the support of supervisors if they have technical difficulties in dealing with the learning platforms and techniques used in the classrooms and journalistic internship during the course/ programme.</li> <li>▪ Student internships in MA and PhD programmes, engaging them in the design and improvement of courses and programmes.</li> </ul>	<p><u>LNU visit:</u></p> <p>At LNU, written exams take place anonymously. The student who enrolled in the exam receives a number, which indicates his or her last name instead. This tool is also worth adopting by the Department of Journalism, as it helps to avoid subjective evaluation (sympathies or dislikes that arise between a student and teacher during the course/ programme).</p> <ul style="list-style-type: none"> <li>▪ There is a Student Union at the University, which backs up the rights and responsibilities of students and offers various activities within the programmes they choose. It also controls the students' timely obtaining ECTS credits. It is a useful organization that can set an example for the CHNU Department of Journalism (we currently have a Student Union, but its functions are limited).</li> </ul>



	<p><b>AMU visit:</b></p> <ul style="list-style-type: none"> <li>▪ Outlining clear methods and criteria for determining learning efficiency.</li> <li>▪ Keeping track of the efficiency and quality of training.</li> </ul>	<p><b>AMU visit:</b></p> <ul style="list-style-type: none"> <li>▪ Transparency in student assessment.</li> <li>▪ Orientation towards the practical component of training in assessing students.</li> </ul>
<p>7. OTHER TOPICS</p>		<ul style="list-style-type: none"> <li>▪ <b>Gratitude to LNU</b> for their willingness to share experiences, constructive exchanges of views and well organized stay.</li>   <li>▪ <b>Gratitude to AMU colleagues</b> for the opportunity to become familiar with curricula and study programmes, as well as for methodological advice and teaching materials for the teaching of particular subjects (e.g., “Copyright”).</li> </ul>



# 11. BENCHMARKING REPORT OF ZAPORIZHZIHA NATIONAL UNIVERSITY

## Names and Roles of the Participants for both Field Trips

- Katerina Sirinyok-Dolgaryova, Associate Professor, Vice-Dean in International Affairs of Journalism Department. Role: coordinator of the CTD work, CDT member.
- Iurii Kostiuk, Associate Professor of Journalism Chair. Role: CDT member.
- Pavlo Miroshnychenko, Associate Professor of Journalism Chair. Role: CDT member.
- Yuliia Liubchenko, Head of Journalism Chair. Role: CDT member.
- Olena Usmanova, Associate Professor of Journalism Chair. Role: development of quality assurance policy.

TOPIC	KEY OBSERVATIONS	POTENTIAL ACTIONS
<p><b>1. COURSE DESIGN</b></p> <p><b>BA Journalism and Media Production (LNU):</b></p> <ul style="list-style-type: none"> <li>• Subject journalism, 90 credits;</li> <li>• Media production, 90 credits,</li> <li>• 6 semesters;</li> <li>• Student develop the knowledge and skills necessary to work in media business;</li> <li>• Students applying their theoretical knowledge in independent product</li> <li>• LNU has only one standard size of modules/units (ECTS).</li> <li>• Updates are every 5 years.</li> </ul> <p>The course is logically structured to secure the consequent and systematic student training; considerable time is devoted to building up the fundamentals of the journalist training (Storytelling, Radio and TV Production, Digital Journalism, Theories of Journalism etc.) to be later used as a ground for further development. The academic workload is distributed proportionally throughout the course lifetime, with more hours assigned to practical training and individual work as the student gets more skillful and confident. In general, the time vs effort ratio is well established. The</p>	<p>For LNU: The logical interdependence between the course's aims, goals and objectives is one of the strongest points of the LU course design. Another important feature to be borrowed is clear and understandable reasons for each subject to be included into curricula: at each stage of their training, students understand the subject's necessity for their further training (while the Ukrainian students would constantly bemoan the necessity of certain subjects and consequently attempt to skip parts of their training program). The ways individual works is assigned, controlled and assess makes it a very functional tool for granting students' ability to work independently and to critically assess the results of their work (while in Ukraine individual work would often be</p>	<ul style="list-style-type: none"> <li>• To interconnect aims, goals and objectives in ZNU curricula in logical and transparent way;</li> <li>• to reconsider the program content with regard to the role each component plays in the students' training and to provide firm and understandable explanations for the students;</li> <li>• to reconsider individual work's role in journalism training,</li> <li>• to improve control and assessment tools for individual work, reconsider time vs efforts ratio</li> <li>• to increase time given for students practical work and access to labs.</li> </ul>



<p>forms of assessment correspond to each subject's role in general design and vary from standardized to individualized and creative tasks. Much attention is paid to group work over projects. Course's goals, objectives and outcomes are logically connected and interdependent. There is a clear and understandable relation between the subject, its role for the further training and the hard and soft skills and competencies it delivers.</p> <p><b>MA Journalism and Social Communication, Specialty New Media (AMU):</b> We have not got detailed information about courses design in AMU. We received only a list of courses with hours for a study program. It was not enough to get a complete understanding of this program.</p>	<p>considered as optional and non-essential).</p>	
<p><b>2. CONTENT OF THE CURRICULUM LNU:</b></p> <ul style="list-style-type: none"> <li>• programme combining and integrating courses in the subjects of journalism and media production;</li> <li>• help to achieve progression with knowledge and skills developing through increasing knowledge levels and production experience;</li> <li>• 50 50 balance of theoretical and applied work;</li> <li>• students Bachelor's Thesis in the research field of journalism and media.</li> <li>• No general education courses at all, they are prerequisites of the program</li> </ul> <p><b>AMU:</b> The names of courses are interesting. We have not got syllabi to understand their content. However, from the courses list we can understand that there two angles of the program: research</p>	<p><b>LNU:</b></p> <ul style="list-style-type: none"> <li>• The courses are oriented on in-depth practical experience of students working on own projects using both university resources and local media.</li> <li>• Very valuable are courses in Economy Journalism, Journalism about Legal and Government Issues since they prepare students for working with those issues. We lack this courses in Ukraine.</li> <li>• Even destitution between courses size (majority of courses are 7.5 credits)</li> </ul> <p><b>AMU:</b> From the courses list we can understand that there two angles of the program: research and practice. For example, it's interesting that AMU has modules in specific</p>	<ul style="list-style-type: none"> <li>• to raise the share of practical training, to interconnect theory and practice in a more understandable and functional way, to subordinate theory to practice</li> <li>• to initiate a long-term staff training program aimed and introducing new subjects into curricula;</li> <li>• to establish cooperation with other faculties to strengthen interdisciplinary training;</li> <li>• to invite actual field professionals (both Ukrainian and foreign) to deliver lectures or even courses online;</li> </ul>



<p>and practice. For example, it's interesting that AMU has modules in specific research methods (e.g. Content Analysis), and in soft skills (News Media Literacy, Critical Analysis etc.)</p>	<p>research methods (e.g. Content Analysis), and in soft skills (News Media Literacy, Critical Analysis etc.)</p>	<ul style="list-style-type: none"> <li>• to develop clear academic integrity policy and incorporate it into each course of both BA and MA program</li> </ul>
<p><b>3. DELIVERY AND MANAGEMENT OF PROGRAMMES</b></p> <p><b>LNU:</b></p> <ul style="list-style-type: none"> <li>• programme has a coordinator responsible for quality assurance, development and coordination.</li> <li>• studies and internships away from the study location are optional;</li> <li>• places for internships are chosen in consultation with the programme coordinator;</li> <li>• teachers are selected based on their professional experience, Master degree is minimum, PhD is not a required in order to teach on the program</li> <li>• changes to the program are done based on surveying of students and self-analysis</li> </ul>	<p><b>LNU:</b></p> <ul style="list-style-type: none"> <li>• Has an Advisory board comprised with industry professionals and alumni, who are involved in curricula updating (every semester)</li> <li>• Well-established recruiting system (students ambassadors, who work with their schools; talk shows with prospective students, open days; involving international office in recruitment international students etc.)</li> </ul> <p><b>AMU:</b></p> <p>There is great mentoring support of students in creating their own student media. There was not discussion of the program management.</p>	<ul style="list-style-type: none"> <li>• to initiate peer (tutor) program praising successful students for helping the weak ones;</li> <li>• to regulate and formalize student-teacher relationship, to make them understand and accept their rights and responsibilities (i.e. through policies and instructions to be signed before the course starts);</li> <li>• to diversify practical training and to reconsider its supervision and assessment forms to make it more functional;</li> <li>to strengthen cooperation with labour market agents to make prospective employers more interested in getting trainees;</li> <li>• to boost foreign language training to allow students to take part in academic mobility programs; to sign Erasmus+ KA107 agreements with DESTIN EU partners</li> </ul>



<p><b>4. RESOURCES AND FACILITIES</b></p> <p>Both LNU and AMU have:</p> <ul style="list-style-type: none"> <li>• special equipment for journalism work and classes at radio and TV studios;</li> <li>• modern journalism equipment (drones etc.);</li> <li>• storage for borrowing equipment.</li> </ul>	<p>Students of LNU and AMU are fully provided with library and online resources, as well as the technical means to complete the tasks and work on their individual and group projects. In addition, students have the opportunity to collaborate with the reporters of the local and national media on joint projects.</p>	<ul style="list-style-type: none"> <li>• To consider possibilities of establishing collaboration with local media in producing student content.</li> </ul> <p>Once we get DESTIN equipment, we will work on how to organize its quality usage by students.</p>
<p><b>5. STUDENT EXPERIENCE</b></p> <p>LNU</p> <ul style="list-style-type: none"> <li>• students have some practical courses in daily press, Swedish Radio and Television;</li> <li>• on the territory of university in studio students work in group;</li> <li>• the student has the opportunity to conduct two internships in the media business;</li> <li>• in the elective projects (in the last semester) the students organize their work in professional forms and produce material which is delivered to clients in the media business.</li> </ul>	<p>AMU:</p> <ul style="list-style-type: none"> <li>• Students have free and open access to all studying and extracurricular infrastructure.</li> <li>• Since the Journalism students study at Faculty of Political Science and Journalism, they have many joint projects and interactions with students of various majors (e.g. many non-journalism students work in students' media). We believe this very positive aspect.</li> <li>• A large number of students are involved in student media (more than 30 students work in BUC newspaper, and about 50 work on the Fenestra newspaper.</li> <li>• Observed Oxford debates "Journalist? Media worker? Who should a graduate of contemporary journalism studies be?" This format of discussion is very good for forming student's soft skills.</li> </ul>	<ul style="list-style-type: none"> <li>• To consider using methodology of Oxford debates in our teaching and extracurricular activities. This format fosters effective teamwork, processing large amounts of information, and help to master persuasive argumentation during discussions.</li> <li>• To organizing free learning and recreation space for students (like study lounges, co-working spaces etc.)</li> <li>• to revise both the BA and MA programs considering to add more elective projects and courses</li> </ul>



<p><b>6. QUALITY ASSURANCE</b></p> <p>Both LNU and AMU have system of quality assurance that include:</p> <ul style="list-style-type: none"> <li>• Regular program and curricula revision (LNU – each 5 year; no info about AMU)</li> <li>• Students surveys about their studying experience before the final examination of each module</li> <li>• Cooperation with alumni and employers for updating the programs (LNU has Advisory board, no info about AMU)</li> </ul>	<p>In Ukraine QA system has just started to be developed in majority of universities since the national external accreditation system has finally been introduced and launched through National Agency of Quality Assurance in Higher Education. No systemic and strategic steps have been done so far: no required students questionnaires, teachers' self-assessments, or peer-reviews. The QA is on elementary level so far. We see DESTIN as a quality step in term of development QA system in ZNU.</p>	<ul style="list-style-type: none"> <li>• to establish reasonable and realistic KPI based on SWOT analysis</li> <li>• to improve student assessment procedures</li> <li>• to establish course peer review procedures, to turn peer assessment into a functional QA tool</li> <li>• to further intensify cooperation with employers and alumni, to engage them into course expertise and course design activities</li> </ul>
--	--	--