

The Development Path of Japanese Journalism Education

-- Based on the Survey and Research of Ten Universities

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Abstract

Japan is a major news country in the world today, and its news media coverage and penetration rate ranks among the top in the world. As a veteran high education power in East Asia, Japan has a unique and developed news education system, rich experience in journalism education reform and advanced and avant-garde higher education concepts. This study selects 10 universities in Japan that offer journalism, media, and communication courses (2 national institutes, 1 public institute, 7 private institutes), etc. The latest data published on the official websites of the journalism-related departments of each school are investigated and analyzed. The development status of each school, School-running model, degree and professional curriculum, teacher structure and academic research characteristics, etc., are expected to provide references for my country's journalism and communication education reform.

Keywords

Japan; Journalism Education of Japan; Higher Education.

1. Introduction

Japan is a major news country in the world today, and its news media coverage and penetration rate ranks among the highest in the world. Studies have pointed out that Japan's land is approximately one-fifth of China, and its population is less than one-tenth of China. The total circulation of newspapers exceeds 70 million, with 8 out of every 10 adults reading newspapers. Higher than a 2013 survey in the United States-7 out of every 10 adults read newspapers (including the online version of newspapers) [1]. The Japanese newspaper industry used to be a myth in the world press. Its newspapers have a large circulation. Five of the top 10 newspapers in the world are in Japan. Specifically, the Yomiuri Shimbun (issued 10.07 million copies) and Asahi Shimbun (issued 8.27 million copies), Mainichi Shimbun (4 million copies issued), Nihon Keizai Shimbun (3.02 million copies issued), and Sankei Shimbun (approximately 2.13 million copies issued) [2].

A domestic researcher once pointed out, "In general, the foundations for the creation of this (Japanese newspaper industry) myth are: one is the historical tradition of the newspaper industry and its status and influence in society and people's livelihood; the other is the social conditions in Japan. As well as the interactive relationship between the newspaper industry and society; the third is that the newspaper industry's efforts to govern has enabled the newspaper industry to seize multiple development opportunities in history and pass through crisis stages." [3] However, in addition to the above reasons, this research believes that there is still It is directly related to Japan's unique and developed journalism education system, rich journalism education reform practices, and advanced and avant-garde higher education concepts. In view of this, this study selected 10 universities in the field of journalism education in Japan: The University of Tokyo, Hokkaido University, Gunma University, Waseda University, Sophia University, Keio University, Doshisha University, Ritsumeikan University, Meiji University, and

Tokiwa University/Tokiwa For junior colleges, survey and statistics the latest data published on the official websites of journalism-related departments of each school, and compare and analyze the development status of each school, school running mode, degree and professional curriculum, teacher structure and academic research characteristics, etc., with a view to reforming journalism education in my country for reference.

2. The History and Current Situation of Japanese Journalism Education

Before the Second World War, Japan and Germany belonged to the fascist axis. At that time, the scientific research and education model of journalism in Japan was basically influenced by German theory, and this influence continued for a long time after the war. Some scholars pointed out: Hideo Ono's "Principles of Journalism" published in 1947 has a close relationship with German journalism and German journalism scholars. Mr. journalism, as everyone knows, is the inheritance of German journalism." [4] Hideo Ono is known as the founder of Japanese journalism education and the pioneer of theoretical research. He recognized the importance of journalism education in the 1920s and founded it at Tokyo Imperial University (now Tokyo University) in October 1929. The first journalism research office, which is called the "earliest research institution" [5] in the history of Japanese universities. In April 1932, Hideo Ono established the three-year journalism subject in the Faculty of Letters at Sophia University, and later became the first university subject in Japan to train journalists. [6]

After the Second World War, American journalism as the orthodox knowledge for spreading democratic ideas was introduced to the University of Tokyo and gradually spread in other universities in Japan. Among them, many universities such as Waseda University, Doshisha University, Nihon University, Sophia University were required by GHQ to open journalism majors. [7] It is against this background that while continuing the tradition of journalism, Japanese universities have actively carried out the democratization of journalism reforms, and gradually formed their own characteristics, which played an important role in promoting the development of Japanese journalism and the entire society.

After entering the 21st century, the development of the Internet and digital media has brought a series of shocks to the Japanese journalism industry, which forced the traditional news business to begin to change. As society's requirements for mass media have increased, the media has been given more missions and social responsibilities. The professional ethics and ethics of mass communication work have also been paid more It is done systematically by educational institutions.

In Japan, independent journalism colleges and departments are not the mainstream. Moreover, Japanese universities have different perceptions of the belonging of journalism disciplines, so journalism disciplines are mostly subordinate to other departments or adopt different approaches. For example, among the ten universities in statistics, the University of Tokyo does not regard journalism as an independent subject; [8] Hokkaido University not only has an independent School of Tourism and International Media Communication/Research Institute, but also has a " Media network Research Professional " in the Institute of Information Science, focuses on the cultivation of students' ability to read and write media information, and cultivate talented journalism talents for the society; etc. [9]

Generally speaking, Japanese colleges and universities uphold the concept of "integrationism" in the establishment of journalism departments, that is, journalism education and political economy, humanities, law, sociology and other traditional strong academic institutions should be combined to promote interdisciplinary and easy absorption. Profound knowledge of traditional superior disciplines. In addition, most journalism education in Japan is set up in private universities. Compared with national and public universities, they have more autonomy

in School-running forms and educational policies, which are more conducive to interdisciplinary exchanges in journalism education (see Table 1).

Table 1. Overview of journalism majors in 10 universities in Japan

University name	nature	area	Department of Journalism Education
Tokyo University	National	Tokyo	Informatics Circle, Inter-academic Informatics Institute
Hokkaido University	National	Hokkaido	International Media Communication·Tourism and Tourism College/Media·Communication Research Institute
			Information Science Research Institute
Waseda University	Private	Tokyo	Department of Political Economy (Academy)
			International Communication Research Institute
Keio University	Private	Tokyo	Policy and Media Research Institute
Gunma University	Public	Gunma	Department of Social Information (College)
Sophia University	Private	Tokyo	Department of Literature (College)
Doshisha University	Private	Kyoto	Department of Sociology (College)
Ritsumeikan University	Private	Kyoto	Department of Industrial Sociology (College)
Meiji University	Private	Tokyo	Department of Information Communication (College)
Tokiwa University	Private	Ibaraki	Department of Human Sciences (Institute)

3. School-running Model, Degree and Curriculum

The schooling model of higher education in Japan is the coexistence of public and private schools, with regular universities as the mainstay, supplemented by a small number of junior colleges, colleges and specialized schools. Higher journalism education also follows this School-running model. In a broad sense, public schools can be divided into state and public schools. The former is under the direct jurisdiction of the Ministry of Education, and the latter is managed by prefectures. The reason why they are both public is that most of the funding is provided by governments at all levels. [10] In order to observe the basic situation of various universities in Japan more intuitively and clearly, the basic situation of public and private schools are summarized as follows (see Table 2). [11]

It is not difficult to see from this that the number of private universities, the number of schools, the number of faculty, the number of staff, and the number of students The numbers are higher than those of national and public universities. However, in terms of the efficiency of running a school (from the ratio of faculty to student and staff to student ratio), state and public universities are higher than private universities. This aspect benefits from the state's full support, strict evaluation mechanism and high-quality faculty and student team. On the other hand, the continuous reform plan for higher education promoted by the Ministry of Education, Culture, Sports, Science and Technology of Japan is also continuously enhancing the quality of running national and public universities and the vitality of international competition. In addition, private universities have more autonomy than state and public universities in terms of running schools. [12] The above aspects show that private universities and national and public universities have played a complementary and mutually reinforcing role in Japanese higher education.

Table 2. Overview of the basic situation of various universities in Japan

Project	National	Public	Private	Total
Number of schools	86	90	604	780
Number of faculty (Full-time + part-time)	64,479	13,439	107,430	185,348
Number of employees (Full-time + part-time)	80,823	16,337	143,630	240,790
Number of students	609,428	152,894	2,128,620	2,890,942
Faculty-student ratio(%)	10.58	8.79	5.05	6.41
Staff Student Ratio(%)	13.26	10.69	6.75	8.33

Data source: This table is based on the "Basic Survey of Japanese Schools" published on the official website of the Ministry of Education, Culture, Sports, Science and Technology of Japan (Ministry of Education, Culture, Sports, Science and Technology, 2009). The actual release date is August 3, 2017.

Different from the all-inclusive degree setting in journalism in China, the degree structure of journalism education in Japan is diverse and distinct. Among the 10 universities in statistics, 6 universities have set up three levels of undergraduate, master, and doctoral degrees related to journalism. Most of their undergraduate education awards bachelor degrees in literature, sociology, or information communication. The degree setting of master's education shows a trend of diversification (see Table 3 for details), usually with a master's degree in social informatics, media, information communication, or journalism.

Doctoral degree is the highest level of degree setting. Each school has set up specific doctoral courses based on its own characteristics. For example, the Journalism Department of Sophia University, as the oldest journalism department in Japan, has set up a doctoral program in journalism since April 1974. This elite doctoral training model has delivered a large number of outstanding talents to the Japanese higher education community and journalism research. In 2007, the School of Tourism, Tourism and International Media and Communication established by Hokkaido University The publicity of modern society and the achievement of consensus are the starting point for research, focusing on new information science and technology and the complex changes in politics, economy, culture and other fields. Not only does it have two doctoral degrees in international media communication and tourism and tourism creation at the doctoral stage, but also Moreover, it has established a special East Asian media research center, a media and communication research institute, and a media and tourism industry research center. Among them, the international media communication major holds two doctoral admissions examinations every year (February and September). This doctoral program integrates resources in the fields of journalism and communication, media and culture, language and communication, and aims to cultivate academic skills Accurately grasp the structure of modern society, high-quality international communication talents with anticipation, cultural literacy, and language skills. [13]

Table 3. 10 University journalism majors interdisciplinary courses involving fields and master's degree settings

University name	Subject areas covered by interdisciplinary courses	Type of degree awarded
Tokyo University	Information Law, Information Politics, Digital Economics, Information Society Psychology, Media Thought, Media Sociology, Asian Information Policy Theory, etc.	Master of Social Informatics
Hokkaido University	Propaganda and journalism theory, public communication theory, international propaganda strategy theory, media culture theory, multimedia expression theory, language communication theory, etc.	Master of International Media Communication
	Media network sociology, media representation theory, media information environment, natural language processing, super-presence technology, AR, information network, etc.	Master of Information Science
Gunma University	Law, Sociology, Social Psychology, Intercultural Communication Theory, Administration, Accounting, Business Administration, Basic Mathematics, Research Methods (Document Research, Experimental Method, Case Study, etc.), Statistics, Applied Statistics (Multivariate Analysis), Regression analysis, data mining), mass communication theory, etc.	Master of Social Informatics
Waseda University	Politics, International Relations, Public Philosophy, Law, Mathematics, Accounting, etc.	Master of Political Science, Master of Economics, Master of International Political Economics
	Intercultural communication, international communication, globalization and multiculturalism, IT culture and modern society, visual culture and language, media and society, media and culture, etc.	Master of International Communication
Sophia University	Literature, philosophy, broadcasting, publishing, film, advertising, media ethics and legal system, media and poverty, risk society and news, documentary film production, public opinion research, etc.	Master of Journalism
Keio University	Theory of International Relations, Theory of Regional Informationization, Theory of Network Industry, etc.	Master of Policy and Media
Doshisha University	Sociology, Literature, History, Philosophy, Politics, Economics, Law, Theology, Information Environment, Information Action Theory, Gender and Media, Media Legal System, International Communication Theory, etc.	Master of Media Studies
Ritsumeikan University	Media technology history, cultural sociology, social networks, modern art history, comparative study of media systems (Japan, South Korea and the United States), media and war memory, representational culture theory, broadcast audio media theory, etc.	Master of Media Sociology
Meiji University	Law, Management, Religion, Philosophy, Geography, History of Science and Technology, Anthropology, Environmental Biology, Constitution, Politics, Information Science, Statistics, Aesthetics, Art, etc.	Master of Information Communication
Tokiwa University	International Communication, Intercultural Communication Theory, Anthropology, History of British and American Literature, Linguistics, Psychology, etc.	Master of Human Sciences

4. Faculty and Team Management

The famous Chinese educator Mei Yiqi once said: "A university is called a master, not a building." In short, the development of a university and even a discipline cannot be separated from excellent professional teachers. Team. A scientific curriculum system and advanced teaching concepts are the core elements for the smooth development of a discipline. To put these core elements into practice and turn them into reality requires a large number of people who follow the laws of education, adhere to the educational concepts, and implement the teaching curriculum system. Faculty. The reason why Japan's journalism education is in a leading position in the world is due to its stable, reasonably structured, and high-level teaching staff. Among the 10 universities in the statistics, the faculty is dominated by professors and associate professors, and teachers with senior professional titles account for a relatively high proportion. The number of senior lecturers and lecturers is relatively small. Except for Keio University Policy and Media Research Institute who has more than 40 senior lecturers, the number of other faculties and related majors does not exceed 10.

The faculty of the Japan Journalism Academy has three basic characteristics. First, academic teachers generally have doctorate degrees, and some teachers with senior professional titles have overseas study experience. Take Waseda University as an example. It has 111 teachers with senior professional titles, and more than 3/4 of the teachers have doctoral degrees, and most of them have obtained doctoral degrees from top universities in Europe and America. In addition, teachers have a rich variety of academic qualifications. In addition to the traditional humanities and social sciences doctoral qualifications, teachers from different disciplines such as Ph.D. Science and Ph.D. Medical Science are also recruited. Promote interdisciplinary integration. Second, practical teachers are generally industry veterans who have many years of working experience and are good at news business. Basically, they have served as senior reporters and editors in well-known media. For example, Hokkaido University has 3-5 visiting professors and tutors who are cultivating students' professional journalism skills, so that students can better understand the working methods of the media and gradually make specific future career plans. Third, the use of the team-group teacher management model has created conditions for the implementation of the "mentor-apprentice system" teaching management. The traditional Japanese news industry respects the "master with apprentice" model, but with the generalization of the new media environment, there are fewer and fewer seniors in the media who are proficient in new media communication skills, and the guidance they can give newcomers is also decreasing.

The mentor-apprentice system prevalent in Japan's higher journalism education implements a small-scale elite teaching model that is guided by mentors, personally inherited, and interacts with mentors. Teachers are echelon, and students at all levels also have the opportunity to participate in teachers' academic activities, ensuring efficient interaction between teachers and students, and fostering a training model for outstanding journalism talents.

5. Conclusion and Discussion

The curriculum system is the core content of modern disciplines. Whether the curriculum is scientific or not directly reflects and reflects the inherent professional characteristics, teaching level and development pattern of the discipline. In the specific teaching process, the construction of a reasonable curriculum system can ensure the implementation of the educational concept. Therefore, as a contemporary emerging applied subject journalism, the significance and value of its curriculum system construction are self-evident. Therefore, in-depth observation and research on the relatively mature curriculum system of journalism education in Japanese colleges and universities can provide another reference point for China's journalism education reform.

5.1. The Curriculum is Generalized to Promote the Practice of Interdisciplinary Education

In Japan, the undergraduate education of journalism and related disciplines has become a part of the basic education curriculum, and journalism knowledge as the core content of media literacy has increasingly become the basic knowledge necessary for life. The widespread application of digital media technology has prompted journalism to actively develop interdisciplinary talent training and education. Specific to the 10 universities selected by this research, the statistics of their undergraduate and postgraduate interdisciplinary curriculum settings (see Table 3 for details) found that the journalism curriculum settings of each institution focus on broadening the students' knowledge horizons. On the basis of insisting on the combination of general education and applied skills, extensively extending interdisciplinary integration, and basically forming an interdisciplinary curriculum system. For example, Waseda University's school-wide minor course "Juniorism" (Journalism) offered by the Faculty of Political Economy has become a part of university basic education. Students of different majors must also take courses related to journalism and communication in addition to the required major courses. . In addition, political economy is not only the strongest discipline of Waseda University, but also the most traditional academic school. The academy has experts and scholars in the fields of politics, economics, society, international relations, culture, science and technology and so on. The combination of these resources with journalism majors is more beneficial for clearing professional barriers in various disciplines and cultivating integrated journalism talents. The curriculum of Meiji University's School of Information and Communication takes social sciences as the coordinate axis, starting from the perspective of interdisciplinary, offering a large number of interdisciplinary courses such as humanities and natural sciences. The college's undergraduate study period is four years, and each student is required to obtain at least 124 credits. The first year basically focuses on learning basic courses and school-wide general education courses that you are interested in, such as introduction to information communication courses. After the second grade, in addition to the compulsory courses (A, B), other subjects such as foreign languages and research methods must also be studied. The limited professional courses span multiple disciplines such as social sciences, humanities, natural sciences, social systems, culture and representation, humans and the environment, and practical operations. For example, social science courses include environment and society, gender theory, civil society and law I/II, information ethics, (macro and micro) economics, etc.; natural science courses include science and technology history, environmental biology, information science, information retrieval theory, Brain science, anthropology (A, B), earth environment science, etc.; culture and representation courses include art management, history of economic thought, comparative literature and comparative culture (AI/II, BI/II), music expression theory, semiotic theory , Human Sexual Psychology, Multiculturalism and Mutual Understanding, etc. [14]

5.2. Highlight Traditional Culture and Social Needs

The 75-year-old (formerly) Institute of Social Information of the University of Tokyo is an important reference sample for the study of higher journalism education in Japan. Not only because it established the earliest journalism research office in Japanese history, but more importantly, it leads the academic trend and has an irreplaceable authority. It can be called a pioneer research institution for journalism research and mass media research in Japan, [15]and its role model is always Affect the journalism education of other universities. Since the establishment of the institute, while inheriting the spirit of traditional Japanese education, it has keenly captured the subtle changes in social reality, and has continuously reformed and adjusted the journalism curriculum, from a single journalism curriculum at the beginning of its establishment to mass communication in the 1950s and 1960s. Courses such as theory, history

and social public opinion propaganda, and then to related courses such as information sociology in the 1980s and 1990s. In 2004, the Institute of Social Information was merged into the Graduate School of Information Science at the University of Tokyo, [16] and its curriculum has also changed accordingly. The social information courses include: media and journalism, law and policy, economy and industry, society and history, social psychology and Six major curriculum areas: Information Action, Asia and Regions. The specific subjects offered include information law, information politics, digital economics, information society psychology, media thought, media sociology, Asian information policy theory and other humanities and social sciences.[17] Kyoto Doshisha University is a representative of journalism education in the Kansai region. In 1948, it opened the Department of Journalism in the Sociology Department of the Faculty of Letters, insisting on examining the nature of media from a philosophical perspective, and extending media criticism by cultivating students with media literacy. The tradition of supervising the media's fulfillment of social responsibilities. With this as a starting point, it has shown a forward-looking and realistic sense of responsibility in terms of college construction, curriculum settings, and faculty. In 2005, the Department of Sociology was separated from the Faculty of Letters (academy) and grew into a new Faculty (Department) of Sociology, consisting of five disciplines (faculties): Social Studies, Social Welfare, Industrial Relations, Education and Culture, and Meteea (Media) Department). After its name was changed in April of the same year, the "Media Studies Department" is dedicated to the cultivation of students' ability to interpret media information, and to cultivate the sensibility and critical ability of social reality. On this basis, guided by problem awareness, asked questions such as "What is the reality reflected by the media? What are the responsibilities and social roles that news should bear? What changes have been made to interpersonal communication by the Internet and mobile phones?" Realistic development changes. The survey found that the specialized subjects of the "Media Studies Department" are closely related and organically combined from the three fields of "Media and News", "Information and Society", and "Communication and Culture". Elective subjects are offered in A-D course group, including humanities and traditional social science courses, students can choose freely according to their own interests. [18]

5.3. Adapt to the Development of Information Technology and Enhance the Status of Information Communication Courses

In recent years, the information media industry based on mobile Internet has developed rapidly, and it is particularly urgent to increase the teaching content of information dissemination in traditional journalism education. The survey shows that information communication courses have gradually become a necessary basic framework for learning other professional knowledge, completing lifelong learning, and forming a learning society. Such as the information law, information politics, digital economics, information society psychology, Asian information policy and other courses offered by the University of Tokyo; special courses offered by the Information Science Department of Hokkaido University: media information environment, super-presence technology, AR, Information Network, etc.; Keio University Policy and Media Research Institute offers courses on International Relations, Regional Informatization, and Network Industry Theory; Doshisha University offers specialized courses such as Information Environment and Information Action Theory. The opening of these courses not only allows students to understand the information transmission technology of various media, and has the ability to accurately transmit information in a highly information-based society, but also cultivates a steady stream of emerging talents in related fields such as information dissemination and digital media for Japanese society. , Provide strong intellectual support for the transformation of Japanese traditional media, and adapt to the trend of media integration development.

Higher education in Japan is a high-cost education. In comparison, the tuition fees for undergraduates and postgraduates at national universities in Japan are the lowest, but they are still higher than in China, about 7 times that of China. The high tuition investment provides a reliable financial guarantee for the university's teachers and hardware construction, and is also an important reason for the excellent journalism education in Japan.

This research summarizes and discusses the development status of journalism education in Japanese universities, School-running models, degrees, professional curriculum settings, teacher structure and academic research characteristics, etc., and has important enlightenment and reference for the current rapid development of journalism education in China. Value also has the significance of promoting and constructing inferences about journalism education and disciplinary development in the era of media integration.

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