



Formação de telejornalistas e as implicações das mudanças na matriz curricular no curso de jornalismo

Training telejournalists and the implications of changes in the curriculum matrix in journalism courses

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ABSTRACT

We present the journalism course of the University of Planalto Catarinense (UNIPLAC) with the objective of analyzing the changes that occurred in the curricular matrix of this course and the implications in the training of television journalists. And to understand these transformations, we analyzed the curricular matrices from 2011 to the one in force. We bring you a little of the history of teaching television journalism. We also highlight the importance of initial and continuing education for professionals in the area. The curriculum is fundamental, but the theory and practice experienced through the action of teachers is what will provide the basis for the journalist's training.

Keywords: Curriculum matrix, Television journalism, Journalism course.

1 INTRODUCTION

The innovations brought about by everyday life have generated transformations in the most different areas of society. In the field of vocational training, they have been involved, especially, in the modes of information and communication, which constitute the axis of the teaching-learning process of the activities offered in higher education courses. In education systems and levels, the object that guides any and all training is the curricular organization.

In the Journalism Course, one of the areas that can be exercised by a journalist is television journalism, which is understood as the professional practice of journalism applied to television. Television journalism differs from other media outlets because it is the only one to combine immediacy, speed and instantaneity with image.

Here we will present the journalism course at UNIPLAC – University of Planalto Catarinense, old matrices and the current curricular matrix. It is the curricular matrix that

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organizes the entire system of content to be developed throughout the training path in basic education and higher education.

We will highlight the Journalism Course, with emphasis on the training of the television journalist because it is of interest to the researcher, who has been working as a television journalist for more than 10 years and went through the Covid - 19 Pandemic in this functional activity despite all the difficulties.

By studying and experiencing the dynamics of Brazilian television journalism, it is observed that the presence of journalists in charge of the programs was decisive and continues to be decisive to establish a new style of presenting the news to the public. This, in turn, realizes and reports that they are used to the television journalists who daily enter their homes and become, over time, part of the family context.

And to analyze the initial training that the undergraduate course offers, a study of the set of knowledge that is worked in it will be carried out. This analysis will take into account: the relationship with the social context, the integration and the interdisciplinary foundations, to understand the curricular changes that have occurred, either by new curricular norms or by the initiative of the course itself, through the NDE Structuring Teaching Nucleus and the Collegiate of the referred course.

Another fundamental aspect in the training of television journalists is professional ethics. In times of so much false information, society is clamoring for reliable news, as occurred in the Covid-19 Pandemic. In 2020, the Consortium of Press Vehicles began to report real data on Covid-19 on a daily basis. Because the Ministry of Health began to omit data from the population with the advance of the Virus and delay the bulletins on the referred disease.

The present study aims to analyze the changes that have occurred in the curricular matrix of the Journalism Course and the implications in the training of television journalists.

As a methodology, this study will be a qualitative approach, with documentary analysis of the curricular matrices of the journalism course offered by the University of Planalto Catarinense – UNIPLAC and the curricular guideline of the Journalism Course

2 OBJECTIVE

Analyze the changes that occurred in the curricular matrix of the Journalism Course and the Implications in the Training of television journalists.



3 METHODS

This is a qualitative research, with a literature review. A documentary analysis of the curricular matrices of the journalism course, 2011 and 2017 offered by the University of Planalto Catarinense – UNIPLAC and the curricular guideline of the Journalism Course will also be carried out

The research was organized based on information from the UNIPLAC portal that presents the curricular matrices of the journalism course. And in the experiences I have as a teacher of television journalism in that course. Subsequently, a study of the curricular matrix and its syllabus was made.

A study was also carried out in the National Curriculum Guidelines (DCN) of the Journalism Course, Opinions CNE/CES 583/2001 and 67/2003 of the guidelines used in the first curricular matrix of the Course started in 2012 and Opinion CNE/CES No. 39/2013, which was the reference used for the curricular matrix revised in 2017, for the Journalism course Uniplac.

In order to understand and reflect on the theme, we confront reality with bibliographic references from scholars who present their ideas and discuss them with what is offered by the researched institution.

4 A LITTLE HISTORY OF TEACHING TELEVISION JOURNALISM

In 1948, when the Journalism course began to operate in Brazil, there was still no specialization for the professional of television journalism. The course began to be offered at the National Faculty of Philosophy, in Rio de Janeiro. And with the arrival of TV in the country in September 1950, a milestone. Assis Chateaubriand inaugurated the first Brazilian television station, the professionals who worked at the time came from radio stations. (ANDRADE, 1999) The main influence for television journalism in Brazil was the American style.

(...) which, since its implementation, has suffered the American influence, because it began using American technology, with the implementation of the first broadcaster, TV Tupi, in 1950. Then with the news programs copied from the Americans, as was the case with the first successful news program on Brazilian television, O Repórter Esso, and later, with the implementation of Jornal Nacional, which is the news program that has been on the air for the longest time in the country, about 39 years. (KNEIPP, 2008, p. 163)

Thus, journalism courses were more focused on print at the time. Around the 1970s, the Journalism course was renamed "Social Communication"



In order to dilute the critical content inherent to journalism in a 'Social Communication' course that would also train publicists, public relations personnel and filmmakers, Ciespal (International Center for Higher Studies in Journalism for Latin America) introduced this multipurpose professional, later known as communicologist, to Brazil. (ANDRADE, 1999)

The Federal Council of Education listed three phases of the teaching of Social Communication in Brazil, according to opinion 1203/77. The first of these was termed as classical-humanist. In this first phase, which goes from the implementation of the courses until the mid-60s, specialized teaching in television journalism did not exist. According to Pinho (1977), the main concern was to qualify professionals for the areas of print. Restricting almost exclusively to the teaching of graphic journalism, schools analyze this activity from a literary, ethical-legal and historical perspective.

In the mid-1960s, a new model began to be implemented in academic banks. With it, television journalism gains space in universities, it is the Scientific-Technical Journalism. Laboratories begin to be implemented in the courses and professors with a focus on television journalism begin to work in the discipline.

One of the first and significant in this period was Walter Sampaio, who also created the first manual of television journalism published in Brazil, Audiovisual Journalism. (KNEIPP, 2008). However, it was in the period of the 70s, when the Military Dictatorship reigned, that Journalism courses experienced the worst phase, according to Koshiyama (1975).

Not by choice of students and teachers. But, due to the imposition of historical conjunctures: political closure, absolute precariousness of the means of carrying out continuous and periodic journalistic work, impotence of the majority of the faculty were conditions that marked the activities of journalism teaching at ECA/USP. (KOSHIYAMA, 1975).

The last of the three phases listed by the Federal Council of Education brought with it teaching, practice and research. During the 80's, after the Military Dictatorship and evolution in education was visible. It had begun and was Critical-Reflective. (BRAZIL, YEAR)

One of the great challenges of the journalism degree, as well as in other courses, is to train good professionals. A challenge that becomes even greater when practice is essential to qualify the student and prepare him for the job market.

Since then, the process of bringing the news through voice and image has undergone numerous changes, especially with the advent of the internet.



The image is more accessible, faster and closer to being 'touched', every day, by a greater number of people. The internet has broken down the barriers to remote data transmission and created new expectations regarding the communication of beings on the planet. This was directly reflected in the television media, which today is reconfiguring itself, trying to understand what this audience is that accesses under these new bases. (EMERIM, 2010, p.2)

In this sense, having access to images and information has gained more speed and dynamism. With technological equipment it is possible to take the viewer anywhere in the world, in real time, just have internet available. Faced with such agility, it is necessary to prepare the student for the pressures he will suffer in the field of work.

More and more broadcasters are looking for multimedia professionals. That they not only know how to position themselves in front of a camera, report information, but that they know how to work with cell phones, for example. That they have a notion of framing, audio adjustment, environments in which to be able to make a "live" entrance. It's not enough to just master the subject, you need to master the context. (CHRISTOFOLETTI: 2009).

In this sense, the discipline of television journalism needs to be increasingly connected with practice and technique.

Academia doesn't have to think like the market, but it can't ignore it. Nor is it prudent or advisable for companies, in turn, to shrug off what is thought and produced in schools. If journalism courses are bad, you need to find ways to improve them; If journalistic products have dubious quality, better parameters should be pursued, reflecting on practice, on production routines, information flows, operational procedures, adoption of new technologies... (CHRISTOFOLETTI: 2009, p.01)

In summary, what we want to understand here is a little of the history of television journalism and how the reduction of the workload in the discipline of television journalism can affect the training of the professional and what alternatives can be thought of to reduce the damage of a smaller workload.

5 THE JOURNALISM COURSE AT UNIPLAC AND THE CURRICULAR MATRICES

The journalism course at the University of Planalto Catarinense – UNIPLAC began in 2012, with the objective of developing the professional and entrepreneurial practice of journalists, committed to freedom of expression, the right to information, the dignity of its exercise and the public interest. (UNIPLAC, 2023).

UNIPLAC's journalism course aims to train ethical, critical professionals, capable of participating in projects aimed at the formation of a conscious public opinion with a broad perception of the local and regional reality, in addition to contributing to the development of



democracy and citizenship acting with an entrepreneurial vision in the media: radio, television, printed vehicles, and advisory. (UNIPLAC, 2023).

As for the professional profile, this institution proposes that this should be a professional able to act in any sector of journalistic activity, in a competent, ethical, critical and creative way, capable of revealing their commitment to social issues, as well as working in a team and in a multisectoral way, since the practice of Journalism is, in its essence, a collective exercise. (UNIPLAC, 2023).

As for the field of action, the Journalism course has the function of disseminating information about the social, economic, political and cultural reality so that the population can exercise its citizenship in a critical and responsible way. The social role of the Journalist is to inform, based on the survey of topics of public interest. The Journalist can work in print, electronic and digital media, in news agencies and communication advisories in public and private organizations or as an entrepreneur of their own business. (UNIPLAC, 2023).

We know that the essence of the course consists of its curriculum. The curricular matrices organized by the universities follow the National Curriculum Guidelines (DCN) for the undergraduate course in Journalism instituted by the Ministry of Education. The CNE/CES Opinions 583/2001 and 67/2003 were the guidelines used in the first curricular matrix of the Course started in 2012. While the CNE/CES Opinion No. 39/2013, published in the Official Gazette of 9/12/2013, was the reference used for the curricular matrix revised in 2017.

From the DCN, the institution can define the undergraduate workload, the disciplines and their syllabus, number of classes, the focus of the course, the profile of the graduates, among others. For this reason, the journalism course, for example, may have different directions, depending on the curricular matrix that the university offers. It is observed that in some cases, the institution may verify the need to change the curricular matrices of its courses. They have the autonomy to do so, since the objective is to keep the training up to date, in line with the economic and social changes brought about by contemporaneity.

Thus, the curricular matrices are guidelines that define the pedagogical performance of an educational institution. Institutions must have an Institutional Development Project (IDP) and an Institutional Pedagogical Project (PPI), as documents that establish the goals, theory and concepts that will guide their work throughout the course. Universities stipulate their curriculum matrices as a way of organizing the curriculum of the courses offered.

Curricular matrix is the set of curricular components (disciplines) that guarantees the content necessary for the training of a student in a course. These components will encompass



both compulsory and non-compulsory subjects. Supported by the PDI Institutional Pedagogical Project - PPI and the PPC - Course Pedagogical Project, it structures the curriculum based on curricular and extracurricular internships, practical laboratory classes, monitoring, course completion work, complementary activities and the desired profile of the student who has already completed the course and is in the job market. (Carneiro et al., 2017).

When thinking about the curricular matrix, the idea of the curriculum comes up, which for Sacristán is understood as follows:

[...] Many things at the same time: pedagogical ideas, structuring content in a particular way, detailing them, reflecting educational aspirations that are more difficult to shape in concrete terms, stimulating students' skills, etc. By developing a concrete practice in a way that is consistent with any of these purposes, the teacher plays a decisive role (SACRISTÁN, 1998, p. 173).

In this sense, the curriculum plays an important role in the training of professionals who go to the job market and need to go through a training path that is based on their knowledge. When detailing a subject, the teacher compares theoretical knowledge with practical knowledge and challenges the student to show what he already knows about the subject and what he can add new knowledge. And so a concrete practice is born in a way that is consistent with the purposes listed in the curriculum.

We present below the curricular matrices, where it shows how it started and how it is today.

Table 1 - Curriculum Matrix of the Journalism Course - UNIPLAC, 2012

IF	Code	Discipline	Credits	CH
1	0-14480	Contemporary Communication and Culture of Convergences	4	72
1	0-14483	History of Communication	4	72
1	0-14482	Introduction to Journalism	4	72
1	0-14481	Introduction to Web Journalism	4	72
1	0-14479	Portuguese Language	4	72
2	0-14490	Introduction to Radio Journalism	4	72
2	0-14485	Textual Production	2	36
2	0-14489	Journalistic Writing	4	72
2	0-14486	General Sociology of Communication	2	36
2	0-14487	Communication Theory	4	72
2	0-14488	Web Journalism	4	72
3	0-14495	Photojournalism	4	72
3	0-14493	Radio Journalism	4	72
3	0-14491	Semiotics	4	72
3	0-14492	Interview Techniques	4	72
3	0-14496	Television journalism	4	72



IF	Code	Discipline	Credits	CH
3	0-14494	Communication Theory	2	36
4	0-14498	Press Relations	4	72
4	0-14500	Editing in Television Journalism	4	72
4	0-14501	Philosophy	2	36
4	0-14497	Online Journalism Lab	4	72
4	0-14502	Graphic Planning	4	72
4	0-14499	Interview and Reporting Techniques	4	72
5	0-14506	Film & Documentary	4	72
5	0-14507	Statistics Applied to Communication	2	36
5	0-14505	Aesthetics and Mass Culture	4	72
5	0-14503	Comparative Journalism	4	72
5	0-14508	Communication Psychology	4	72
5	0-14504	Press Relations Techniques	4	72
6	0-14512	Editing in Print Journalism	4	72
6	0-14509	State and System of Power	2	36
6	0-14514	Television Journalism Laboratory	4	72
6	0-14513	Research Methodology in Communication	4	72
6	0-14510	Theory of Journalism	4	72
6	0-14511	Intercommunication Topics	4	72
7	0-14517	Entrepreneurship	4	72
7	0-14518	Ethics and Legislation in Journalism	4	72
7	0-14516	Business and Institutional Journalism	4	72
7	0-14519	Radio Journalism Laboratory	4	72
7	0-14520	Marketing	2	36
7	0-14515	Experimental Projects in Journalism	4	72
8	0-14522	Laboratory Journal	4	72
8	0-14524	Community and Third Sector Journalism	4	72
8	0-14521	Investigative Journalism	4	72
8	0-14523	Editorial Projects	4	72
8	0-14525	Seminars	2	36
8	0-14526	Coursework - T.C.	4	72

Source: UNIPLAC, 2023

We noticed that the menus worked from the theoretical, technical part to the issue of the journalist's ethical behavior. The changes in the curriculum have been happening according to the evolution in the way of working, using, for example, technology and the internet. So much so that in the table below it is possible to observe that new disciplines are concerned with this, such as Information and Communication Technology, Media and Regional Development and Production of Journalistic Content for Social Media.



Table 2 - Curricular Matrix of the Journalism Course (ONGOING) - UNIPLAC, 2017

HERSELF	Code	Discipline	Credits	CH
1	0-17441	Aesthetics and Mass Culture	4	80
1	0-17442	History of Journalism	2	40
1	0-17443	Introduction to Journalism	2	40
1	0-17444	Legislation and Deontology Applied to Journalism	2	40
1	0-17445	Journalistic Writing I	4	80
1	0-17267	Information and Communication Technologies	4	80
2	0-17512	Culture, Difference and Citizenship	4	80
2	0-18450	Photojournalism	4	80
2	0-18449	Journalistic Writing II	4	80
2	0-18447	Interview and Reporting Techniques	4	80
2	0-18448	Communication Theory	4	80
3	0-18453	Press Office I	4	80
3	0-17435	Portuguese Language	4	80
3	0-18452	Media and Regional Development	4	80
3	0-18454	Television Journalism I	4	80
3	0-18451	Theory of Journalism	4	80
4	0-18456	Press Office II	4	80
4	0-18457	Language Studies	4	80
4	0-17440	Initiation to Scientific Research	4	80
4	0-18458	Digital Journalism	4	80
4	0-18455	Television Journalism II	4	80
5	0-17517	Environment and Sustainable Development	4	80
5	0-18459	Design Editorial	4	80
5	0-18460	Philosophy, Critical Thinking and Argumentation	2	40
5	0-18461	Marketing Digital	4	80
5	0-18463	Communication Psychology	2	40
5	0-18462	Radio Journalism I	4	80
6	0-18465	Documentary and Audiovisual	4	80
6	2-17021	Elective	4	60
6	0-18466	Entrepreneurship	4	80
6	0-18464	Production of Journalistic Content for Social Media	4	80
6	0-18467	Radio Journalism II	4	80
7	0-18468	News Agency	4	80
7	0-18471	Comparative Journalism	4	80
7	0-18470	Data Journalism	4	80
7	0-18469	Print Journalism	4	80
8	0-18472	Supervised Curricular Internship	10	200
8	0-18473	Course Completion Work (TCC)	6	120

Source: UNIPLAC, 2023.

The world of communication and media is constantly changing today, and journalism courses need to adapt to keep up with market demands and new trends in the area. To this end, there is a need to update the Curriculum Matrix for the initial training of journalists, especially television journalists. The digital age is increasingly in evidence, preparing journalism students



for the use of these tools is of paramount importance, including in the journalism course disciplines related to online journalism, social networks and the use of multimedia tools is necessary. This was experienced by humanity in the acute period of the Covid Pandemic - 19

But in order to include some disciplines, it is necessary to "exclude" others. Television journalism had its workload reduced from 216 hours to 180 hours, an adjustment that had to be made so that the new disciplines could be implemented in the Curricular Matrix of the course in question.

6 TELEVISION JOURNALISM AND THE CHANGES IN THE CURRICULUM OF THE JOURNALISM COURSE AT UNIPLAC

The curricular structure of the journalism course underwent changes in 2017, new disciplines were implemented and the workload of some existing disciplines was reduced. Based on resolution 373/2017 - UNIPLAC, the new curricular structure came into effect in the first semester of 2018.

With the new changes, the discipline of television journalism had a reduction in hours, to make room for disciplines focused mainly on the digital environment. Thus, during the eight semesters of the course, the discipline is offered in two, in the third and fourth semesters. To better understand, we show that in Telejournalism I the menu brings the following:

The history of Brazilian TV and its evolution with the digital medium. The role of television journalism in society. Television language. Posture and voice. Production of TV agenda. Redaction. Practice of reporting and interviews. Sound, image and image editing in television journalism. (UNIPLAC, 2018)

In Telejournalism II, the purpose of the syllabus is to work more on the practice with the students, so that they live the experiences of a report production, the steps for the elaboration of the television news.

Experimentation in the different stages of production. Productive routine of the news and professional responsibility and ethics. Types of television news and television news languages. Television news production. Productive routine of the news and the responsibility and ethics of professionals. (UNIPLAC, 2018)

Before the change, television journalism was divided into three semesters of the Journalism course at Uniplac, on which this research is focused. In 2011, the following disciplines were offered: Television Journalism, Television Journalism Editing and Television Journalism Laboratory. In 2016 there was the first reduction of the hours from 216 hours activities, to 180 hours, the discipline of Editing in Telejournalism was excluded.



Later, in 2017, the nomenclature of the disciplines changed to those already mentioned in this research. For the author Marques de Melo (2017), it is important that journalism courses have a greater focus on digital technologies, for the production of journalistic content that reaches all layers of society. Thus, what can be seen is that the contents focused on these areas were contemplated with the changes in the curricular structure, such as the discipline Information and Communication Technology.

It is noticeable how much technological evolution is transforming the way journalism is done. On television, cell phones are increasingly being used to disseminate information, and working with these devices has become necessary in the profession. The viewer is increasingly active and interactivity is shared through screens. In a connected world, working on this "connection" in the discipline of television journalism is necessary.

With the reduction in the workload, it was necessary to adapt the contents, students end up having fewer practical classes. But they are not unfulfilled. An alternative so that teaching is not impaired is the integration of disciplines that talk to each other, providing interdisciplinarity.

Teaching and learning can and should be constant. Using disciplines that work with audiovisual to put into practice what has been learned in the curricular structure of television journalism can be an alternative so that learning is not impaired. After all, practice is essential to absorb knowledge and technological disciplines can help in this mission.

7 CONCLUSION

As we analyzed, UNIPLAC's television journalism course has undergone significant changes since its implementation, where it was necessary to revise its curricular matrix and, consequently, the faculty has also undergone transformations. It is evident that the most important thing is how each professional brings knowledge to the academics and how they are trained to face the daily life of their profession.

The changes in the curricular matrix are the result of transformations in the world of work, with this it is observed that the television journalism professional can also absorb knowledge from other disciplines that are based on image and information. After all, the transformation with the internet is constant and television journalism takes place from the screens, therefore, even with the reduction of the workload, it is possible to train professionals prepared for the world of work both on television and on the internet.

We emphasize that the role of the television journalist has been changing in contemporaneity, increasingly demanding an initial training that provides a basis for the



profession and a continuing education that helps to understand the challenges of the daily information industry.

We reiterate that the curricular matrix is fundamental, but that the practices, that is, the performance of each teacher of the course is what will make theory and practice support the action of the graduates in the exercise of the profession of television journalist.



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