THE NEW PATHWAYS FOR PHOTOJOURNALISM STUDENTS

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Abstract

The revolution of Web and the grooming of digital media redefining changing practices and professionalism of photojournalism in the digital age, where photojournalism no longer just the marriage of the words and images(photos) that assume that the events are communicable in images at the beginning of 20th century before. It encourages a new form of teaching and learning structure that lead to a newer learning experience. This paper presents a new way of teaching domain to facilitate photojournalism in which the online component is used to crave new teaching objectives that can't be achieve with traditional classroom setting, because of class time limitations and the nature of the module. In addition to the advancement of digital media that aimed at integrating a theoretical layer of visual literacy in a traditional practical in photojournalism, by engaging with various online resources throughout the practice activities. It also seeks to find out that the combination online theory that could be used to subsist with similar instructional challenges in other subject matter domains and reshaping a new path for photojournalism and to manoeuvre a greater level of authenticity in canons of photojournalism and also the real world relevancy for photojournalism students.

Keywords: Technology In Education, Blended Learning, Innovation In Teaching, Photojournalism, Visual Journalism

1. Introduction

The developments in photojournalism from recording and documenting life as it is happens in many situations, under extreme or impossible conditions to tell these stories in an honest and visual ways from still till the expansion of snapshot and multimedia reshaped the new pathways for teaching and learning photojournalism module under the perfect intersection of technology and sensibility that leads to creative learning, by implementing new methods, tools and contents that can benefit learners and their creative potential (Ferrari et al. 2009). Baker (2005) clarified that today, the medium of photography had gone through transformation, and photojournalistic images show up in vary degrees of quality, in all medium forms, old and new (Newton, 2009). Futhermore with the popularity of smart phone cameras, tiny digital cameras and in-computer cameras leading to new opportunities and challenges of contemporary visual news within the context of photojournalism's emergence and the grooming of digital media. In addition to that the growth of the Internet and the advancement of Web 4.0 technology have transformed how people socialize, communicate and seek information. This phenomenon includes how people access to news. In 2016, there were approximately 24.5 million Internet users, an increased from 24.1 million in 2015. (Malaysian Communications and Multimedia Commission, 2017). The growing Internet penetration rate is certainly one of the main reasons why online news portals have become the medium of choice for many for a variety of news – amusing, complex, opinionated, and even political," said Zaharom Nain from the University of Nottingham Malaysia Campus' Centre for the Study of Communications and Culture in the report. Indeed, three factors are central to this development: the declining credibility of the mainstream media, the spread of a purportedly 'free' and 'independent' digital media environment, and the easier and more-immediate access to these news sources (Nain, 2016). According to Newton (2009), as journalism go through the transition from print to internet, so does photojournalism also elevate its practice beyond "capture" technology. Such trend is also applicable for both academic or social value using the innovative approach that affect the students' generative learning, that lead to effectiveness and holistic contribution in the learning process for the millennials. Most importantly, lecturers need students to co-construct their digital

environment, rather than just being consulted about it (Beetham, 2014) which is more focused on developing resilient individuals.

It unlatched a new learning paradigm for photojournalism module where the traditional pedagogy replaced by the learning experiences that translated into digital format by preparing the students to use wireless infrastructure especially in photojournalism to showcase their camera competency in class/online using E-Journal as an innovative platform to document student learning and promote reflection throughout their university experience (Schiele, Matzen & Bridgewater, 2017). It reflected the effective integration of innovative teaching pedagogies and engender more meaningful learning experiences in photography module.

2. Research Objective and Research Questions

This research aims to examine the how photojournalism students negotiate these change in the digital age. This research also attempts to identify the reception of our millennials, specifically the Photojournalism students through the digital experience when we hook up campus spaces with the World Wide Web concept (Alexander, 2006) in the process of knowledge creation.

RQ1: How does digital innovation help to enhance students' knowledge about photography competency?

RQ2: How does digital innovation environment help to improve students' assessment result?

3. Literature review and theoretical framework

According to Kennedy, "the internet permits us to blend still photographs with audio, text, video and databases to make compelling content.". In this new hype in the information and communication world, with the association with camera, computer, mobile devices allow learning to interact with the living environment. This ubiquitous learning domain enables learning the right thing at right place and time in the right way. Photojournalism students are tested to demonstrate their photography competency to learn to solve new problems 'by seeking help from other resources (online or video) or by experiment, and receive feedback, and getting opportunities to revise'. The inclusion of knowledge with technology and the continual use of the technology, or training affecting the user's acceptance of the same technology (e.g. Taylor and Todd 1995a,

Gefen et al. 2003b). Digital Innovation disclose exponentially growth in learning as an ability to directly apply previous learning to a new setting or problem in photojournalism, furthermore the web is not just a paperless medium but three dimensional medium getting and providing information at whatever level you can convey it (Thompson, 2008).

According to Meneely (2010), we need to teach students not only how to acquire knowledge, but to be problem solvers, how to think and operate when they don't have all the information to produce the publishable images that help to build their portfolio. In many academic disciplines, the curricula are moving to constructivist learning theory where students actively construct meaning when they make their own discoveries during the learning experience. Photography stimulate a form of interpersonal communication in our daily life with the effective integration of innovative teaching pedagogies that unceasing the learning process to best prepare graduates for the workplace.

This paper implies a relational approach to understanding the perspectives from photojournalism students with regards to the effectiveness and their performances of camera competency that has been accelerated by the improvement of wireless, telecommunication capabilities, open network, continued increases in computing power, and the emergence of flexible software architectures. In this case, by assigned students to use Spark Page (E-Journal) to answer the weekly exercise given, these answers require them to experiment (online resources) each of the features of camera with the dedicated theme that are industry relevance such as News photography, Photo essay, Portrait photography which translated into digital format via wireless technology in innovative Digital Learning Environments (DLE). It is because photography have been seen as ideal tools for news work that needs evidence to support the objectivity claim (Maenpaa, 2014).

This research will find out the adoption of E-journal that accessible 24X7 to cultivate the continual learning experience. The variety of photography setting in disciplines of regularity, punctuality creativity may be introduced not only in traditional learning environments also blended together with new technologies and pedagogical tools can be an integral in photojournalism module.

4.   Methodology

A qualitative and quantitative case study was carried out to grasp an understanding of digital innovation with the combination of

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wireless technology and mobile computing has resulted in escalating transformations in the education domain (Alexander, 2006).

This paper is, in nature referring to a series of experiment demonstrating how beginner photojournalists use E-Journal to record their efforts, abilities, and progress during their education journeys (Drury, 2006). This research also attempts to identify the reception of our millennials, through the digital experience when we hook up campus spaces with the technological assessment practices in the process of knowledge creation and reclaim the unique disciplines and essential skills of students in relation to today's photojournalism.

4.1 E-journal

E-journal or used to known as e-Portfolios may be a personal and professional online space for students to showcase their experiences and demonstrate their skills (Samiei & Lucas, 2012) and emphasis shifts from teaching to facilitating effective learning and to promote the concepts of ownership and 'reflection on learning' (Turnbull, Littlejohn, & Allan, 2010) among students.

Hence, for this research students are required to create E-journal as a platform to showcase a student's photography competency in the notion of immediacy of newsworthy event that revolutionized the concept of time within photojournalism (Maenpaa, 2014). This method is indispensable for discussing the effects of how digital innovation enhance knowledge and performance of students' photography competency that lead to greater learning experiences that lead to stretching traditional practices that required speed, hastiness and working in accelerated real time (Deuze, 2005).

With the study of E-journal we hope to gauge information about the integration of high-impact digital environment to help to facilitate students to display their self-reflection about photography curricular experiences at the university. Furthermore E-journal often better organizes student evidence, assessment practices, and assessment reports (Schiele, Matzen & Bridgewater, 2017).

4.2 Questionnaires

Questionnaires could help to lead to basic information on the users' relationship to their digital context and the importance of high-impact practices, for future use in photojournalism. Additionally, in-depth questions will focus on issues in the photography performances that will generate further information on users' thoughts about different functionality over the traditional method and being explored by a numbers of researchers (Murray and Sixsmith 1998) including web-based questionnaires (Davis 1999).

Patten (2014) explained that questionnaires provide efficient way to collect data. Moreover, questionnaires can be used on their own or as a part of a broader study to clarify or to deepen understanding and such low-budget surveys are conducted for a feasible sample size which may be very limited (Park, 2006). There is no cost of running the online questionnaires as google form is being used.

The online questionnaires were given to students at the end of the semester, to obtain basic information on the users' preferences of their digital innovation enhance knowledge and performance of students' photojournalism competency reclaim the unique disciplines and essential skills of photojournalism students to meet the ever- changing demands of journalism industry.

5.   Data Collection

All data collected through questionnaires and E-journal, were tabulated and analysed to fulfil the goals of the research.

According to Lorenzo and Ittelson (2005), E-journal or e-portfolio refer to a self-selected multimedia presentation of students' work, in this case we use spark page that record a rich, textured view of a student's learning and development. Eventually the E-journal recap as "collect, select, reflect and connect". The report (E-journal) from the participants were transcribed so as to facilitate easy analysis according to the research questions and across similar or opposing opinions

Responses from the online questionnaires survey were retrieved from the google forms after the specific duration given to the participants ended. The information generated from the google forms would be used for further analysis.

5.1 Analysis of Data

All data collected for this paper were analysed after it was collected.

Results from the online questionnaire were based on answers from photojournalism students which are short and relatively straightforward (Park, 2006).

E-journal that used to gauge information about the integration of high-impact digital environment help to facilitate students to display their self-reflection about photography curricular experiences at the university.

This process demonstrated how analysis of the raw data from the E-journal transcripts proceeded toward the central ideas that captured the phenomenon of technical innovation used.

The reliability and validity was examined through procedures of checking the transcripts for obvious mistakes (Creswell, 2009) and cross-checking a thorough description of the research ideas/data from the multiple participant perspectives to support these ideas/data.

6.   Findings and discussion

The findings of this study is to examine the how photojournalism students negotiate these change in the digital age by captured students' progression while studying the photographs captured.

RQ1: How does digital innovation help to enhance students' knowledge about photography competency?

RQ2: How does digital innovation environment help to improve students' assessment result?

6.1 How does digital innovation help to enhance students' knowledge about photography competency?

By using E-journal, the participants delineate and prohibit how virtual resources and flexi learning space improve the effectiveness of photo-taking, with adaptation to instructions, video and online guidance made a significant effect on the result by allowing students to explore and experiment themselves. The exercise consider as personal expression which photos are now become evident for documenting everyday situations, things and places as

in pic 1, 2, 3. It predisposition that digital innovation environment evolve to become the main tool for photojournalism, this is due to they are convenient and connected to the internet and social network. We engage students with the actual current event, here are some of the E-journals for the movie screening of movie entitle "Koh Samui" at GSC, Mid Valley. Students are briefed on how to cover events and tips of shooting and required to circulate on their spark page immediate to show their competency in event/news photography.

Reflection

This was a fun first-time exercise and I am glad I got the chance to go as it taught me some cardinal rules for event photography- to never stand still, and to never cover your lens with a lens cap because at any time, a famous thai film director could pantomime holding a giant penis.

[Pic. 1

Pen-Ek Ratanaruang entertains the crowd by sharing intel on action scenes that went wrong while filming.

Reflection

I learnt not to blame anyone as I took the role of being a photojournalist. Just because someone is moving or accidentally gets in the way of my frame, it is not their fault that I did not get the desired shot. My strongest takeaway is that I must be active in taking photos - physically and artistically. Physically because I should move around and do whatever it takes to get the shot I want; artistically because I, too, need to envision what my shots should look like. Overall, it was such a great experience.

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[Pic. 2]

A Taylor's University student asks several thought-provoking questions during the Q&A session, which amuses the directors and the audience.

Reflection

Although I have prior experience in covering events, taking photos and writing about a film event was an entirely different experience for me. As the event was held in a cinema hall, navigation of the venue and dim lighting posed a challenge for us photographers as we had to constantly move around the hall to capture the best shots while ensuring that our camera settings were precisely tuned to get proper exposure and avoid motion blur. It was a fascinating experience that I would gladly participate in again.
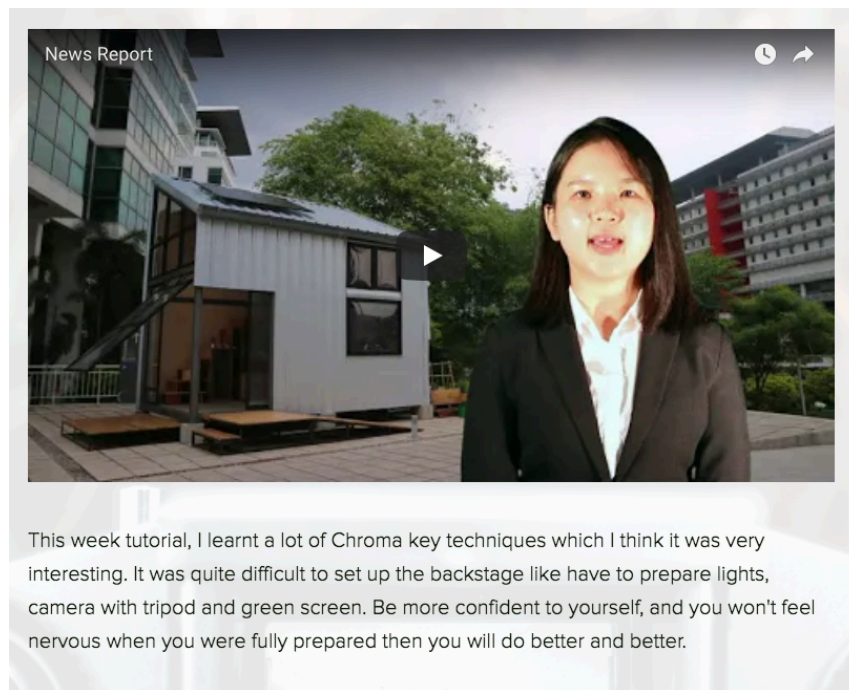
[Pic. 3]

From an educational perspective, E-journal also use as a personal and professional online space for students to showcase their experiences and demonstrate their skills (Samiei & Lucas, 2012). This can be detected for news package exercise that took place in front of green screen where there are required students to report the campus news in mode and uploaded onto Youtube. According to Fabregat, (, 2005), video production appear to be one of the modern photojournalism component under the development of digital technology.
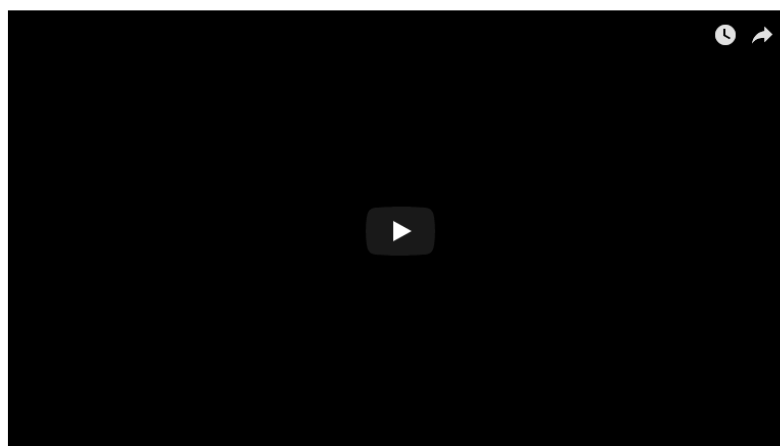
News Reading
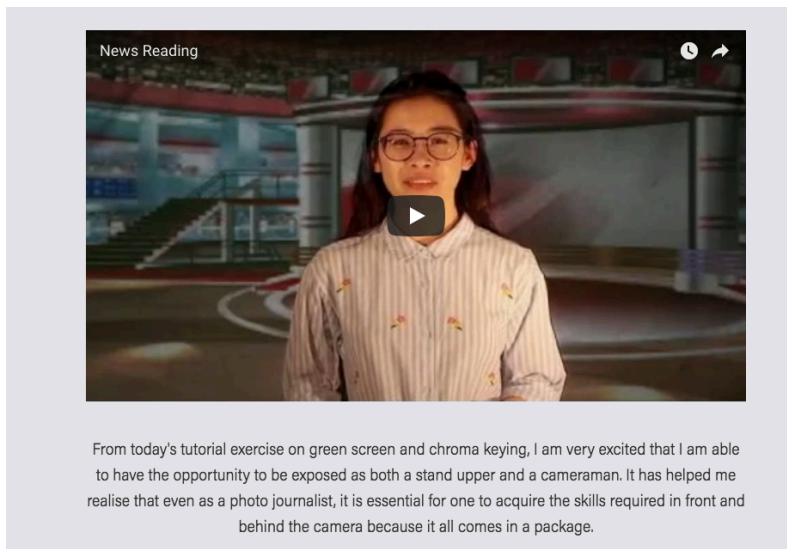
From today's tutorial exercise on green screen and chroma keying, I am very excited that I am able to have the opportunity to be exposed as both a stand upper and a cameraman. It has helped me realise that even as a photo journalist, it is essential for one to acquire the skills required in front and behind the camera because it all comes in a package.

[Pic. 4]

This week tutorial, I learnt a lot of Chroma key techniques which I think it was very interesting. It was quite difficult to set up the backstage like have to prepare lights, camera with tripod and green screen. Be more confident to yourself, and you won't feel nervous when you were fully prepared then you will do better and better.

[Pic. 5]

Reflection - Today, I learnt how to use a green screen to key myself into a background. I had prepared a script to practise my lines to deliver a news report. I was a bit nervous and had to repeat a few times to get it right. In the end, my video turned out good and I uploaded it to youtube. It was a fun time learning how to do this.

[Pic. 6]

The students' willingness to embrace such knowledge transfer is an important factor for the organization in promoting knowledge management (photography and videography). Such factor would

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rely on whether it will be helpful for their job execution. As not everyone can adapt to the new digital paradigm and it also depends on the levels of access and frequency use of technology with which various technology-supported activities are undertaken. This also includes the benefit from the technology according to the logic of practice within that context. (Bennett, S., Maton, K. & Carrington, L. (2011).

6.2 How does digital innovation environment help to improve students' assessment result?
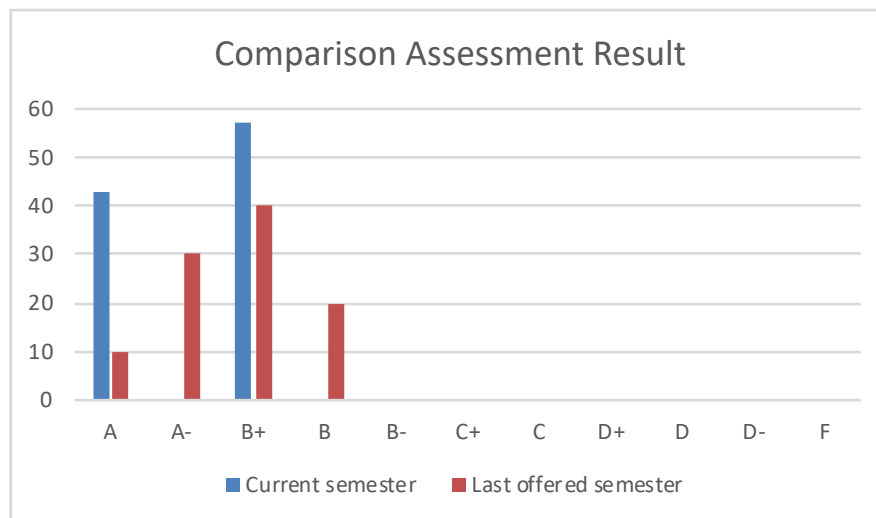
The digital innovation environment making progress with regard to developing learning and skills at students own time and pace for photojournalism module in Chart.7.

The participants benefited from the online resources that able to crave better understanding of camera settings and exposure, this is because they get to know the techniques for various photo taking activities and video online. On top of that, by experiencing exercises themselves on their own, they gain more knowledge and skill on Photography. Furthermore, they also get to reflect themselves every week after went through every activity. This is an on-going process that will sharpen or develop progression photographic skills by students.

Below table showed the feedback from students:

Feedback
I leant a lot through all the tutorial activities that I've experienced myself in class. By experiencing it myself, I gain more knowledge and skill on Photography, and also experience many first time in these activities. I also get to reflect ourselves every week after every activity that I've done.
I enjoy the process of learning through experience as I think we can learn more in depth and understand the practical application.
As we had hands on activities to perform ourselves, therefore it is a out-come based learning.
There is a combination of all in this module
The lecturer allowed us to practice and experiment with different photography equipments and activities at our own time and pace.
Though the module is very interesting and helpful, it can sometimes be tiring because it requires us to move around and take shots from one place to another. Overall, I think it's a module really worth taking, because not only did I gain photography and photoshop skills, I also got to explore places I never thought I would have visited.
I can experience how photographer take pictures while eating and under a hot sun which is quite interesting, fun and tiring at the same time
it nice to experiment and find our style

Table 1: Feedback from the participants that felt that they benefited from the online resources.

Furthermore, participants also benefited from both the blended learning and virtual setting as showed in **Table 2** below:

Feedback
For independent and self learning, as well as detailed guides to instruct a step by step play on how to replicate a certain technique or photo
These three blended learning are easier to conduct, it saves time, and student can experience themselves with the hands-on activity.
Self blended learning, rotation blended learning, project based blended learning
flex blended learning
Blended learning that requires students to take photos, edit and create.
photography mostly consists of experimental activities and it takes a lot of trial and errors to achieve good outcomes. hence, I feel that most activities should be done outside the class.
In class feels too cramped up and photography is meant to be done outside so that students can allow their creative minds to work
photography mostly consists of experimental activities and it takes a lot of trial and errors to achieve good outcomes. hence, I feel that most activities should be done outside the class.
In class feels too cramped up and photography is meant to be done outside so that students can allow their creative minds to work

Table 3: : Participants benefited from both the blended learning and virtual setting

7. Conclusion

The results of this study indicates that the effectiveness of innovative pedagogy to manoeuvre a greater level of authenticity in canons of photography and also the real world relevancy for photojournalism students. Furthermore, the internet and online

resources supports both expressive and influential activities, as well as ordinary interactions (Koskinen, 2003).

In conclusion, the results from the study implies that the integration digital innovation has a positive and mediating effect on the both the photography knowledge and assessment result on their learning experience and relevance toward the industry standards.

As an educator, we believe that there is a need to redesign the module curriculum that allow an interest in the learning process, so that it helps for the development of 'employability'. Photography is an popular field with numerous opportunities for students who want to work either independently or as a staff photographer for an employer. We believe that 'the development of skills enable individuals to find and remain in getting a job that are interweave and attend to the requirement of employers. This pattern has preparing students for future learning and generate new learning (generative learning) after the learning situation itself.

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