

---

**Pilar Sánchez-García**

pilar.sanchez@hmca.uva.es

Assistant professor.

Department of Modern,  
Contemporary and American  
History, Journalism, Audiovisual  
Communication and  
Advertising. University of  
Valladolid. Spain

---

**Submitted**

July 25, 2015

**Approved**

November 12, 2015

---

© 2016

**Communication & Society**

ISSN 0214-0039

E ISSN 2386-7876

doi: 10.15581/003.29.1.125-142

www.communication-society.com

---

2016 – Vol. 29(1),

pp. 125-142

---

**How to cite this article:**

Sánchez-García, P. (2016). The effects of the first phase of the EHEA in journalism education in Spain: more specialized and practical training. *Communication & Society* 29(1), 125-142.

## The effects of the first phase of the EHEA in journalism education in Spain: more specialized and practical training

**Abstract**

Through a quantitative and qualitative content analysis of 66 curricula, the present article offers a comparative study of bachelor degree curricula before and after the implementation of the European Higher Education Area (EHEA) in 35 Spanish universities offering degrees in journalism. The research seeks to gain an insight into the impact of the first phase of the EHEA and how it has adapted to the new media environment. The research provides results for four specific perspectives: the map of currently available degrees in journalism, changes in curriculum content, general continuity or renewal of curricula and the training profile for new media. The main conclusion points to a gradual change in the training trends of journalists in Spain with increased practical-specialized teaching and a reduction in theoretical-multidisciplinary content. The research also evidences the limited inclusion of compulsory courses in new technologies for training in new professional profiles.

**Keywords**

**Journalism, teaching, EHEA, degree, profiles, multimedia**

### 1. Available degree courses in journalism in Spain and their adaptation to the EHEA

The teaching of journalism form parts of a wide-ranging academic debate which has come very much to the fore in recent years due to European educational convergence and the changing model of communication in the new media environment. These two circumstances have necessitated a revision of curricula, content and current training profiles and will shape future trends.

The adaptation of journalism studies to the European Higher Education Area (EHEA) cannot be considered a closed issue in Spain. Its compulsory implementation in 2010 led to an initial phase which saw a

shift from the former five-year degree (*Old Plan*<sup>1</sup>) to the new four-year degree (*New Plan*<sup>2</sup>) plus a one-year master's degree ('4+1'), with the debate now surrounding a second phase<sup>3</sup> involving Spanish government plans to introduce a period of 'university flexibilization'. Such a liberalisation of the model will enable universities to voluntarily put forward curricula consisting of a three-year degree and a two-year master's degree ('3+2'), amongst other modalities, in an attempt to bring available courses into line with neighbouring countries such as Portugal (Marinho, 2012) and which, for the moment, has not been welcomed by university rectors, who have postponed it until 2017<sup>4</sup>.

The change in the educational model resulting from the new media reality provides the focus for the present research which explores the impact of the EHEA, known as the Bologna Plan<sup>5</sup>, in the degree on journalism by comparing the *Old Plan* and *New Plan* curricula, and which will provide insights into trends in training for journalists.

For several decades, academic debate has remained ongoing in a continued effort to adapt the professional reality surrounding journalism to contemporary educational requirements. The teaching of journalism in Spain has enjoyed a long and prosperous career from the times of journalist schools such as *El Debate* (1926), the Official School of Journalism (1939), the Institute of Journalism at the University of Navarre (1958) or the School of Journalism of the Church (1960) up to the general introduction of the degree in universities in 1971. Abundant theoretical research has explored the development and evolution of training in journalism since it first appeared in the early schools which were set up to ensure proper training for journalists at a time when journalism was deemed to be a profession based on technique (Graña, 1927; Beneyto, 1958; Benito, 1967).

The introduction of journalism studies into Spanish universities heralded a shift in how teaching in the discipline was perceived and, far from closing the debate, only served to broaden the lens through which it was viewed. Broadly speaking, the debate focused on two main aspects: integrating multidisciplinary content from other areas of knowledge, particularly social sciences and humanities, as opposed to content specializing in communication and the balance between practical and theoretical teaching. The debate surrounds degree courses, with the prominent line of research favouring multidisciplinary, comprehensive and all-round training for the journalist as a guarantee of professionalism, striking the right balance of theoretical and practical knowledge (Aguinaga, 1984; Vigil y Vázquez, 1987; Aguirre, 1988; Gordon, 1991; Barrera, 2002 and 2008, Salaverria & Barrera, 2009) as opposed to the restrictions inherent in providing too much applied instrumental training.

If the introduction of journalism into universities led to it being interrelated to other scientific areas and to providing a theoretical perspective far removed from the technical approach applied in journalism schools, subsequent regulation governing the degree has led

---

<sup>1</sup> "*Licenciatura*" was the Spanish name given to five-year degree courses prior to the implementation of the EHEA. In the present article, these degrees are referred to as the Old Plan.

<sup>2</sup> "*Grado*" is the Spanish name given to four-year degree courses introduced subsequent to the implementation of the EHEA. In the present article, these degrees are referred to as the New Plan.

<sup>3</sup> Royal Decree 43/2015, of 2 February, amending Royal Decree 1393/2007, of 29 October, setting out the organization of official university teaching, and Royal Decree 99/2011, of 28 January, governing official doctorate teaching. Official Bulletin of Tuesday 3 February of 2015, pages 8,088-8,091.  
<http://www.boe.es/boe/dias/2015/02/03/pdfs/BOE-A-2015-943.pdf>

<sup>4</sup> *El País* (2015, 3 February). University rectors postponed the reform introduced through three-year degrees until 2017. Taken from [http://politica.elpais.com/politica/2015/02/02/actualidad/1422878603\\_164431.html](http://politica.elpais.com/politica/2015/02/02/actualidad/1422878603_164431.html)

<sup>5</sup> The agreement undertaken by 47 European countries was signed in the Italian city of Bologna on 19 June 1999, applying the educational principles of quality, mobility, diversity and competitiveness to achieve homologation of degrees that facilitate worker and student mobility. ('Framework Document' published by the Spanish Ministry of Education in February 2003. Available at [http://www.eees.es/pdf/Documento-Marco\\_10\\_Febrero.pdf](http://www.eees.es/pdf/Documento-Marco_10_Febrero.pdf), (Consulted, 3 January 2014).

to a gradual change in content, particularly after the so-called 'New Curricula' in 1991<sup>6</sup> which split the three branches of the degree into Communication in Journalism, Audiovisual Communication, and Advertising and Public Relations. This encouraged more specialized knowledge (Humanes, 1997) and has also benefitted from research developments in this field of knowledge which forms part of social sciences.

The gradual reduction in more general theoretical content intensified in later degree curricula in the *Old Plan* (Real, 2004), giving way to the *New Plans* adapted to the European model and which, in turn, sparked the dichotomic debate surrounding the Bologna Plan. The latter was perceived either as an opportunity to adapt to the professional reality and to offer innovation through new learning systems (García, 2007; Jiménez, 2010; Vivar et al, 2010) or as a utilitarian transformation and market approach to higher education (Bermejo, 2009; Lozano 2010; Sierra, 2011), adapting degrees to the more technical demands of the market.

Adapting degrees in Communication to the EHEA has followed the guidelines set out in the "White Paper. Degrees in Communication" published by the Spanish National Agency for Quality Assessment and Accreditation (*Agencia Nacional de Evaluación de la Calidad y Acreditación*, ANECA) in 2005. Numerous studies examining its potential impact emerged both before and after its introduction (Videla, 2002; Real, 2004, 2005 and 2009; Marta, 2009; Ortiz, 2009; Olmedo, Álvarez & Ruiz, 2010), together with monographs and case studies (Barranquero & Redondo, 2009; Sierra, 2010; Farias, Gómez & Paniagua, 2010; Lorente 2010; Gloria Rosique, 2013a and 2013b; Sánchez-García, 2013b; Humanes & Roses, 2014; Rodrigo-Alsina & Lazcano, 2014). Said research has thrown up specific conclusions vis-à-vis the initial effects of the EHEA, such as greater university autonomy when designing curricula, the advisability of distinguishing between the three areas of Communication (Journalism, Audiovisual Communication, Advertising and Public Relations), the proliferation of double and even triple degrees that combine degrees from other areas (Rosique, 2013b), and fostering practical competencies and journalistic techniques (Sierra, 2011) following the postulates of Bologna.

Running parallel to this debate is the question of how to integrate into the curricula the digital and multimedia transformation the sector has undergone, incorporating fresh perspectives in teaching. On the one hand, there is the need to train journalists beyond what is mere technical instruction (Salaverría, 2000; Tejedor, 2006; Díaz-Noci, 2007) and, on the other, the need to adapt training programmes to the multi-functional professional profiles of the new media environment (Masip & Micó, 2009; Biondi, Miró & Zapata, 2010; Baladrón, 2010; Sierra & Cabezuelo, 2010). Research into this issue shows how the new media reality has only timidly been reflected in curricula (Salaverría, 2011) with regard to the comprehensive and cross-cutting vision of new mediums and the emerging training profiles (López, 2012; Sánchez-García, Campos-Domínguez & Berrocal, 2015). Since the early part of the century, research has stressed the need to ensure that technological change does not lead to the preparation of journalists being reduced to merely instrumental training.

Whichever of the two standpoints is adopted, what is true is that the debate continues as to whether curricula in journalism should embrace more theory or practice, a more specialized or a more multidisciplinary approach, against a backdrop of social sciences and humanities (López, 2010). This evolutionary-theoretical framework thus provides the input for the issues that are the focus of the present research, which seeks to explore the effects of the EHEA and to measure in quantitative terms the current availability of courses in journalism, addressing the three key aspects of the academic debate set out thus far:

---

<sup>6</sup> Royal Decree 1428/1991, 30 August, establishing the official university degree in journalism and the guidelines for curricula. BOE. No. 243, 10 October 1991, pp. 32,902-32,904.

- The balance between multidisciplinary and specialized training
- The balance between training in theory and utilitarian practice
- The training in new technologies and the new profiles demanded by the labour market.

## **2. Objectives and methodology<sup>7</sup>**

The present research seeks to explore the content and modifications in curricula arising from the change from the *Old Plan* to the *New Plan* in journalism and also to gain further insights into training trends in Spain. To achieve this, a comparative analysis is carried out of the curricula available in 35 Spanish faculties before and after adaptation to the EHEA<sup>8</sup>, pursuing seven specific goals:

1. Quantifying and distinguishing courses depending on the multidisciplinary or specialized content in the areas of journalism/communication.
2. Analysing the balance between theory and practice courses, the latter aiming to provide instrumental teaching in the profession.
3. Gauging the level of university independence when planning their curricula.
4. Ascertaining whether faculties take advantage of the change of degree to incorporate the new multimedia and digital reality.
5. Examining whether the teaching of languages has been strengthened with a view to securing greater academic and professional mobility as promoted by the EHEA.
6. Determining whether there is a break or continuity between the old and the new curricula.
7. Establishing possible parallels vis-à-vis courses available in public and private faculties.

The initial hypothesis is that curricula in journalism in Spanish faculties adapted to the EHEA provide more practical and specialized training in communication, placing less emphasis on theoretical-multidisciplinary content and more on digital training, taking account of multimedia profiles. Either confirming or rejecting said hypothesis will allow us to sketch the training profile of future journalists in Spain.

The method used is content analysis, which is suited to the objective, systematic and quantitative description of the content in the documents analysed (Berelson, 1952) and to examining the information stored by creating categories which provide objective data (Wimmer & Dominick, 1996) and which offer a deep understanding of those parts of the analysis units that contribute significant information (Piñuel, 2002).

Comparing the curricula of 35 universities is based on quantitative analysis with the results being displayed in percentage terms and graphs so as to reflect in figures the theoretical debate surrounding the teaching of journalism with regard to the questions mentioned earlier such as the actual balance between specific or multidisciplinary subject matter, the distribution between practical and theory training or the inclusion of new technologies and languages, amongst other aspects. Yet, in no way does the study aim to confine itself to quantitative data that would prove difficult to interpret without their corresponding qualitative perspective and which ultimately allows logical conclusions to be drawn based on the combination of categories (Piñuel, 2002) and which here help to contextualise the figures that provide the conclusions regarding the impact of the EHEA on journalism and point the way to future training trends.

---

<sup>7</sup> This methodological design was presented at the II National Conference on Research Methodology in Communication organised by the AE-IC in Segovia, Spain (Sánchez-García, 2013a).

<sup>8</sup> This research is based on the results to emerge from the unpublished doctoral thesis “Un siglo de enseñanza periodística en España: de la primera Escuela de Periodismo a la adaptación de los estudios al EEES” presented by the author at the University of Valladolid-Spain (awarded a Special Mention at the III Edition of the Lorenzo Gomis Doctoral Thesis Awards, 2015, at the Spanish Society of Journalism).

## 2.1. Sample selection

The field of documentary study is delimited with a bound sample from three perspectives: universities, curricula and the courses subject to observation. With regard to the chosen centres (Table 1), the research considers all 35 Spanish universities that offer the degree in journalism (2015), without including other areas of communication or double degrees<sup>9</sup>.

Table 1. Spanish universities with the Old Plan and New Plan in Journalism (1971-2015)

Origin Old Plan / New Plan	University (Name - Ownership - Province)
1971 / 2010	Universidad Complutense - Public (Madrid)
1971 / 2009	Universidad de Navarra - Private/Religious (Pamplona)
1972 / 2010	Universidad Autónoma - Public (Barcelona)
1981 / 2010	Universidad del País Vasco - Public (Bilbao)
1988 / 2010	Universidad Pontificia de Salamanca - Private/Religious (Salamanca)
1988* / 2008	Universidad de La Laguna - Public (Tenerife)
1989 / 2010	Universidad de Sevilla - Public (Sevilla)
1991 / 2009	Universidad de Santiago de Compostela - Public (Santiago)
1992 / 2010	Universidad de Málaga - Public (Málaga)
1992* / 2009	Universidad Pompeu Fabra - Public (Barcelona)
1993 / 2009	Universidad CEU San Pablo - Private/Religious (Madrid)
1994 / 2009	Universidad Ramón Llull - Private/Religious (Barcelona)
1995 / 2008	Universidad Antonio de Nebrija - Private (Madrid)
1995 / 2008	Universidad Europea de Madrid - Private (Madrid)
1996 / 2008	Universidad Carlos III - Public - Madrid
1997* / 2008	Universidad Internacional de Cataluña - Private/Religious (Barcelona)
1997 / 2008	Universidad Católica San Antonio - Private/Religious (Barcelona)
2000 / 2008	Universidad Rey Juan Carlos - Public (Madrid)
2000 / 2010	Universidad Camilo José Cela - Private (Madrid)
2000 / 2009	Universidad Valencia - Public (Valencia)
2000 / 2009	Universidad CEU Cardenal Herrera - Private/Religious (Valencia)
2002 / 2009	Universidad Francisco de Vitoria - Private/Religious (Madrid)
2002 / 2009	Universidad Miguel de Cervantes - Private (Valladolid)
2002 / 2008	Universidad de Vic - Private (Barcelona)
2002* / 2010	Universidad de Murcia - Public (Murcia)
2003 / 2010	Universidad de Valladolid - Public (Valladolid)
2003 / 2010	Universidad CEU Abat Oliba - Private/Religious (Barcelona)
2004* / 2009	Universidad Rovira i Virgili - Public (Tarragona)
2005 / 2008	Universidad San Jorge - Private/Religious (Zaragoza)
2005 / 2010	Universidad Miguel Hernández - Public (Elche)
2005 / 2009	Universidad Islas Baleares (Cesag) - Public to private management / Religious (Balears)
- / 2008	Universidad de Zaragoza - Public (Zaragoza)
- / 2009	Universidad A Distancia de Madrid (Udima) - Private - Madrid
- / 2009	Universidad Jaime I de Castellón - Public (Castellón)
- / 2010	Universidad Castilla la Mancha - Public (Cuenca)

(\*Faculties with only the 2<sup>nd</sup> cycle with two years in the Old Plan)

Source: author's own.

<sup>9</sup> The list has been drawn up on databases. The Aneca website shows 38 references of which three have been removed: the University of Lleida, since it offers a double "Degree in Communication and Audiovisual Journalism"; the Madrid University of Technology and Business whose activity could not be confirmed; and the Antonio de Nebrija University which is repeated. Available at: <http://srv.aneca.es/ListadoTitulos/busqueda-titulaciones> (consulted on 13-1-2015). The Register of Universities, which depends on the Secretary of State for Education, Vocational Training and Universities, lists 36 faculties with journalism of which, for the same reasons expressed, exclude the University of Lleida. For its part, the Ministry website offers 20 references from which are excluded the Villanueva Centre of Higher Education in Madrid, the Eusa University Centre in Seville, as they are centres affiliated to the Complutense University and the University of Seville, respectively, and have the same curricula as their reference centre. Available at [www.educación.es](http://www.educación.es) (consulted on 13-1-2015). The list of faculties offering a degree in journalism has also been checked against the "White Book of Degrees in Communication" (Aneca, 2005); the annual reports issued by the APM journalism profession (2008-20013); as well as through various consultations made by mail and telephone with some of the universities involved in the field of study.

With regard to the curricula subject to evaluation, the criterion applied was to select the last *Old Plan* curriculum in journalism taught at 31 faculties<sup>10</sup>, to be discontinued at the end of 2015, and the first curriculum introduced after adaptation to the EHEA in the *New Plan* in journalism (2008 and 2010) and which total 35 curricula currently in place<sup>11</sup>. In other words, 66 curricula are subject to observation.

Finally, the third element in the field of analysis is the compulsory courses that make up the basic training profile of students in journalism and that allow a distinction to be drawn between which content universities give priority to when offering essential training. A total of 2,163 courses were analyzed of which 950 correspond to 31 curricula in the *Old Plan* and 1,213 to the 35 curricula in the *New Plan*. Although the number of disciplines does not reflect optional or elective courses, since these depend on each student's choice, they did form part of a general observation and a secondary reading which helps gain a better understanding of how certain specific results can be interpreted.

The choice of the field of analysis and the gathering of all the data has enabled us to work with a broad and updated database related to the availability of journalism courses in Spain.

## 2.2. The analysis template and delimitation of categories

The analysis template, developed by the authors themselves, includes seven thematic areas which reflect the specific goals set out at the start of the research, together with the observation and quantification of twelve categories of analysis (Table 2). These are defined below so as to avoid one of the limitations of content analysis; namely, that it forces judgements to be made concerning the value taken by the unit in each of the categories considered, with the risk of dislocation that this might entail vis-à-vis the completed research (López & Vicente, 2011).

**Table 2. Template for the comparative analysis between Old and New Plan in Journalism**

THEMATIC AREAS	CATEGORIES	
E1. Content	C1. Journalist / Communicational	C2. Multidisciplinary
E2. Type	C3. Theory	C4. Practical
E3. Type of course	C5. Core / Basic Training	C6. Compulsory
E4. New technologies	C7. Integration	C8. Name
E5. Language teaching	C9. Quantification of courses/ Bilingual pathways	C10. Language
E6. Overall Variation	C11. Continuity	C12. Renewal
E7. University ownership	C13. Public	C14. Private / Religious

Source: author's own

- The 'Thematic Area of Content' (E1) distinguishes between courses grouped into two areas of knowledge. On the one hand are the courses offering specialization in the area of Journalism/Communication (C1) and on the other are multidisciplinary courses (C2) that belong to other areas such as social sciences and humanities and which provide a general knowledge in topics ranging from economics, law or history to philosophy, language, art, etc.

<sup>10</sup> Royal Decree 1428/1991, of 30 August. Official Bulletin no. 242 of 10 October 1991. Available at: <http://www.boe.es/boe/dias/1991/10/10/pdfs/A32902-32904.pdf> (consulted on 10 November 2014).

<sup>11</sup> Curricula are still in force in the 2014-2015 academic year although some have introduced changes since 2010 that mostly affect amendments to optional courses.

- The 'Thematic Area of Type' (E2) differentiates between courses focusing on theoretical training (C3) as opposed to those which are practical (C4). Said differentiation might prove somewhat artificial since it considers such diverse factors as courses which are described as theoretical/practical, each teacher's method, and the teaching advocated in the Bologna Plan which calls for a greater "hands-on" approach in all degree courses. Such circumstances would lead many of the disciplines to be seen as theoretical-practical. Therefore, in order to delimit the two categories, courses listed as being theoretical in their official description and which have traditionally focused on both multidisciplinary as well as specialized theoretical knowledge (History of Journalism, Theory of Journalism, Theory of Communication, Deontology, Law, History, etc.) are considered as such. By contrast, courses aimed at actually 'practising' the profession, in other words, and which provide tools to exercise the profession and which teach mainly technical skills in writing and preparing information on all kinds of mediums (production, editing, creating journalistic projects and so on) are deemed to be eminently practical.

- The 'Thematic Area of Type of Course' (E3) gauges universities' level of autonomy, distinguishing between common courses set out by the Ministry of Education and those established by each university. This category takes into account that the classification differs between the *Old Plan* and the *New Plan*: the basic training courses included in the new curricula are set out by the Ministry and offer content which belongs to the related areas and are classified here with the core courses in the *Old Plan* since they are also established by the Ministry, although they cover more general content (C5). In contrast to these is the category of compulsory courses (C6) since these are disciplines chosen by each faculty in their curriculum.

- The 'Thematic Area of New Technologies' (E4) quantifies courses related to the technological teaching to emerge from the new media environment, with two categories being analyzed here: level of integration (C7) of content, which allows us to measure whether there has been an increase in their presence in curricula when changing from the *Old Plan* to the *New Plan*, and the names (C8) of these courses, reflecting epistemological differences related to the teaching of new media. When quantifying the two categories, a distinction was made between courses whose name refers in general to 'Information Technology' (with variations such as 'Communication Technology', 'Fundamentals of Technology', 'New Technologies applied to Journalism', etc.) and more specific denominations (with definitions such as 'cyber journalism', 'digital', 'electronic', 'cybernetic', 'Internet', 'Net', 'interactive', etc.) reflecting a greater specialization in this content.

- The 'Thematic Area of Language Teaching' (E5) examines the availability of curricula in journalism related to the learning of other languages and with regard to one of the goals set out in the Bologna Plan, namely student and graduate worker mobility around Europe. To gauge this, quantification is used (C9), allowing us to ascertain whether there are more or fewer compulsory language courses or bilingual learning paths in the *New Plan*, as well as which language is involved (C10), and also thus to determine what the majority language is.

- The 'Thematic Area of Overall Variation' (E6) gauges the level of continuity (C11) or general renewal (C12) of curricula when changing from the *Old Plan* to the *New Plan* by quantifying which courses are discontinued, which continue and which are included as new. In some curricula, changes were seen to have been made to the names of the courses without their content actually having been substantially altered. Teaching guides were thus checked in order to determine whether courses had continued or not. Likewise, it was also borne in mind that when changing from the *Old Plan* to the *New Plan* some courses, such as Writing I and Writing II, were split into two semesters, and are thus considered to have continued. Renewal was therefore deemed to exist when fresh content was included when compared to the former curriculum.

- The ‘Thematic Area of University Ownership’ (E7) seeks to establish a parallel between courses available at public universities (C13) and private universities (C14) and, within these, to ascertain whether there are any distinguishing features in content in centres identified as religious when examining each institution’s history and how each university describes its vision on its website.

In some instances, applying this analysis file requires several consultations to be made so as to resolve possible doubts or avoid multiple responses in certain thematic areas. Hence, quantification of categories is subject to a three-fold check:

- Nominal identification of the course.
- Description of each course in its corresponding Teaching Guide.
- The ‘Degree Report’ which each faculty submits to Aneca.

### 3. Results

Application of the analysis template allows the following results for each thematic area studied to be presented, pointing out the main categories seen in the change from the *Old Plan* to the *New Plan*. The quantitative results<sup>12</sup> from the 35 universities that make up the case study are accompanied by a qualitative analysis based on the historical development of curricula and taken from both the theoretical framework as well as the wide database which the present research has generated. Drawing on all the information gathered, an updated map of degree studies in journalism in Spain is provided, together with the main features of the process of adaptation to the EHEA, in addition to the training profile of journalists in Spain.

#### 3.1. The map of currently available degree courses in journalism

The evolution of the 44 years during which journalism has been taught at universities in Spain evidences constant growth which is now reflected in the current 35 faculties (1971-2015). In 1971-72, the first three degrees appeared and since then there has been a gradual increase, with two key moments of expansion, in the 1990s and in the first decade of the 21<sup>st</sup> century (Table 1 and Table 3). The degree is available in 13 autonomous regions, with 46% of available courses being concentrated in the regions of Madrid and Catalonia. Such a confirmation at university level has been a landmark for journalism studies with the development of a scientific base consolidating the shift in how the profession is viewed, from one learnt through technical means to one boasting a multidisciplinary base (Aguinaga, 1984; Humanes, 1997; Real, 2004).

Table 3. Evolution of the availability of university studies in Journalism in Spain (1971-2015)

Number of faculties offering a degree in journalism	35 faculties with a New Plan (31 faculties had the Old Plan)
New degrees in journalism by decades	- 70s: 3 - 80s: 5 - 90s: 10 - 2000-2010: 17
Geographical concentration	Available in 13 regions (46% in Madrid and Barcelona)
Ownership	51 public (18 faculties) 49% private (17 faculties, 11 religious)
Name of faculties	- Faculty of Communication Sciences: 24 - Faculty of Information Sciences: 3 - Faculty of Journalism: 2 - Integrated in other faculties: 6

Source: author's own.

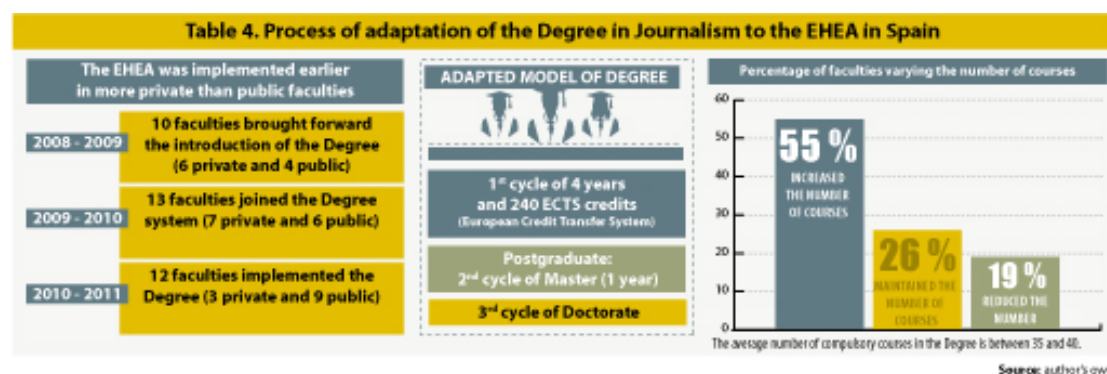
<sup>12</sup> Expressed in curricula percentages (31 in the *Old Plan* and 35 in the *New Plan*) with figures rounded up.



The increased number of courses has engaged both public (18 faculties) as well as private interest (17 faculties) and has given rise to differences in the names of faculties linked to degrees in Communication or Information and Journalism, reflecting the epistemological debate the degree is currently immersed in with regard to its sister branches of Audiovisual Communication, Advertising and Public Relations.

### 3.2. Adapting degree courses to the EHEA

The change from the *Old Plan* to the *New Plan* in journalism so as to adapt to the EHEA occurred in Spain between 2008 and 2010, a period which could be considered as the first stage. Over half of Spanish universities adapted their curriculum in journalism studies prior to the 2010 deadline, with private universities making the transition more quickly (Table 1 and Table 4). The model followed by Spain is that of a first cycle of four years of the *New Plan*, meaning that most faculties remove one year compared to the *Old Plan*, with 240 ECTS credits (European Credit Transfer System), which translates to a 55% increase in the number of courses in the faculties analysed and an average of between 35 and 40 compulsory courses, which change from being annual to semester courses. Such a model reflects less of a break compared to other neighbouring countries such as Portugal which, by way of an example, has followed a British style bachelor's degree of three years plus a two-year master's degree, introduced in 2007 (Marinho, 2012). Spain has announced it will also be following this model in the coming years in what might constitute the second stage of adaptation to the EHEA.



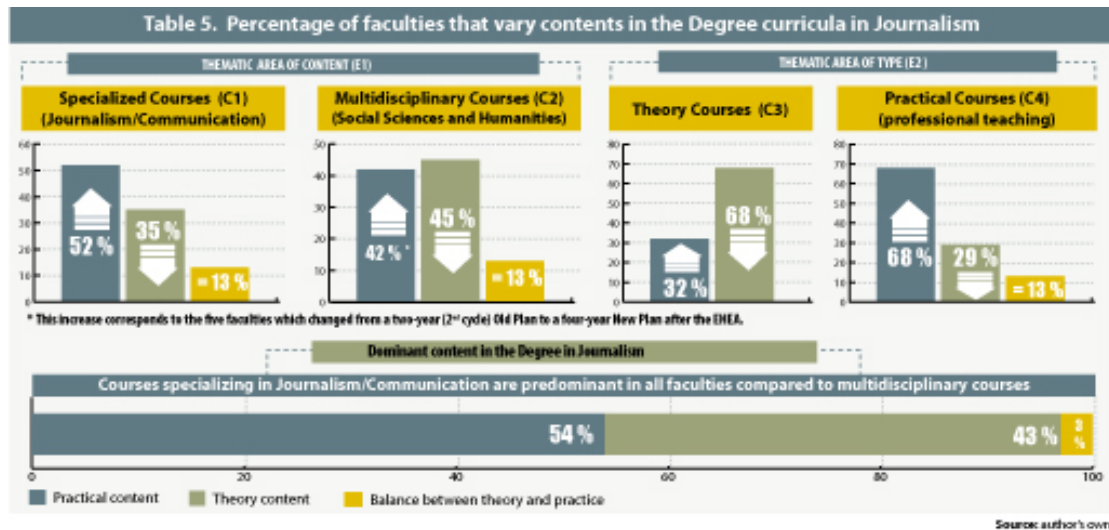
### 3.3. Variation in specialised/multidisciplinary content of a theoretical/practical nature

A comparative analysis between curricula in the *Old Plan* and the *New Plan* in journalism shows that in the 'Thematic Area of Content' (E1) there is an increase in specialized courses in the Journalistic/Communicational area (C1) in 52% of new curricula, whereas there is a decrease in the number of multidisciplinary courses (C2), related to social sciences and humanities, in 45% of the faculties analyzed (Table 5), thus confirming the training trend towards specialization in the degree and a reduction in learning in other areas of knowledge.

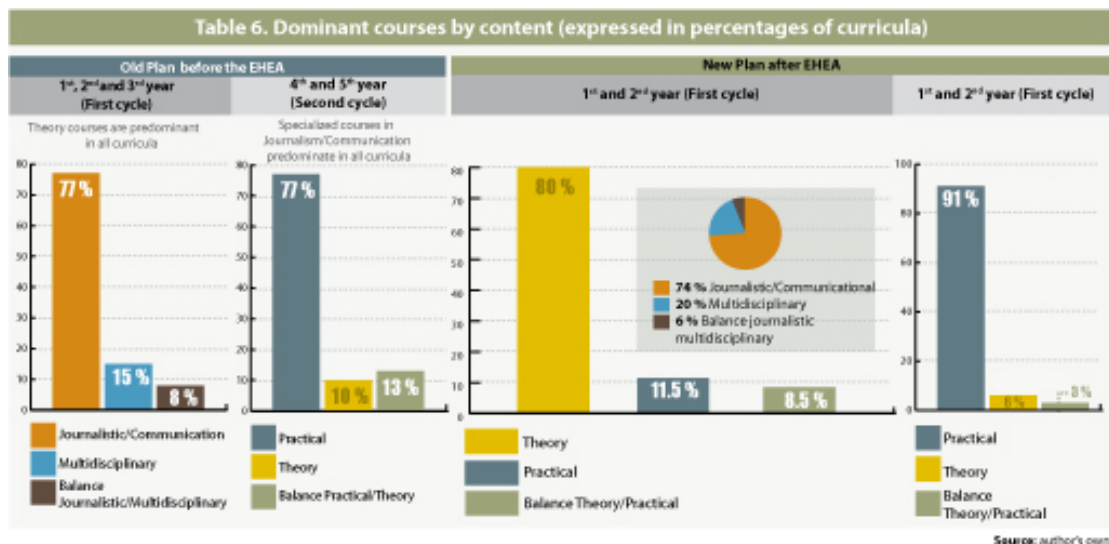
In line with this result, the 'Thematic Area of Type' of courses (E2) shows how there is a reduction in theoretical disciplines (C3) in 68% of curricula whereas practical teaching (C4), aimed at providing training in the use of the practical tools used in journalism, also increased by 68% in the faculties analysed.

These data show that of the two thematic areas mentioned, the main categories in the curricula in *New Plans* are courses that include specialised content in Journalism/Communication in all curricula and practical courses in 54% of curricula.

Sánchez-García, P.  
**The effects of the first phase of the EHEA in journalism education in Spain:  
 more specialized and practical training**



The analysis of the courses in terms of their content and type also provides a second interpretation with regard to the various years in the degree (Table 6). Results show how the *Old Plan* and the *New Plan* both offer more theoretical and multidisciplinary content in the first few years, whereas specialized preparation in Journalism/Communication and courses offering practical training in journalism are predominant in the second half of the two degrees. The content remains the same, although in different percentages. One example of this is that theoretical courses are prevalent in the first years in every curriculum in the *Old Plan*. In the *New Plan*, this falls to 80%, and in the last years said theoretical content goes from being a priority in 10% of curricula in the *Old Plan* to 6% in the *New Plan*. At the same time, the importance attached to practical training in the second half of the degree increases from being predominant in 77% of curricula in the old degrees to 91% in the new ones adapted to the EHEA.



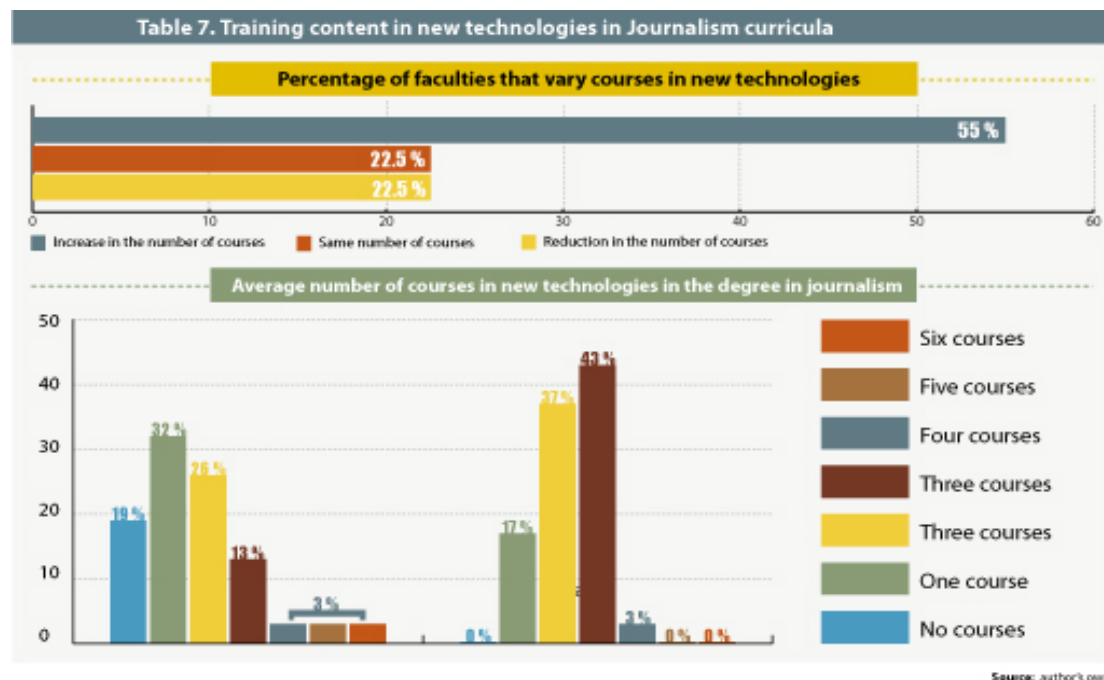
This trend confirms in quantitative terms the theoretical conclusions to emerge from previous research (Humanes, 1997; Videla 2002; Real, 2004) which reported the gradual reduction in multidisciplinary training brought about by changes in content in the later curricula of the *Old Plan*, as already pointed out in the theoretical framework. Despite this, the results seen in the *New Plan* confirm that this change in training trends is more marked after the Bologna Plan, which encourages a more professional oriented teaching.

### 3.4. Greater university independence

One of the most significant changes brought about by the Bologna Plan is to endow universities with greater independence when drawing up their curricula. As a result, when analysing the ‘Thematic Area of Type of Course’, all the faculties studied evidence an increase in said independence (E3), with a reduction in the number of courses proposed by the Ministry of Education – core courses in the *Old Plan* and basic training courses in the *New Plan* (C5) – compared to an increase in the compulsory disciplines (C6) proposed at each university. The analysis thus shows that core courses are prevalent in 74% of the old curricula compared to 26% in which compulsory courses take precedence. Said trend is even more noticeable after the EHEA, since the compulsory courses chosen by each centre are predominant in all curricula in the *New Plan*. Said change occurs particularly in the final years of the degree, thus concurring with the findings mentioned earlier concerning the increase in practical and specialised content proposed by each university in the latter years in an effort to offer training which is specialised and different.

### 3.5. Inclusion of courses in new technologies

The comparative analysis reveals that the change from the *Old Plan* to the *New Plan* involves embracing a greater number of courses related to new technologies (E4). Specifically, whilst in the *Old Plan* these are present in 81% of curricula, in the *New Plan* they are offered in all of the curricula analyzed. Nevertheless, when interpreting this measure of the integration category (C7), certain caution should be exercised since, as compulsory courses, these increase in 55% of *New Plan* curricula whereas in the remainder the number does not vary or is reduced. In this sense, the research shows that in overall terms the number of compulsory courses does not increase significantly if we see that 58% of curricula in the *Old Plan* offered between 1 and 2 compulsory courses in new technologies and that most *New Plan* curricula offer between 2 and 3 compulsory courses in 71% of faculties (Table 7).



In other words, this type of subject matter may be seen to be limited in the basic course load of new curricula when bearing in mind that the mean number of compulsory courses in

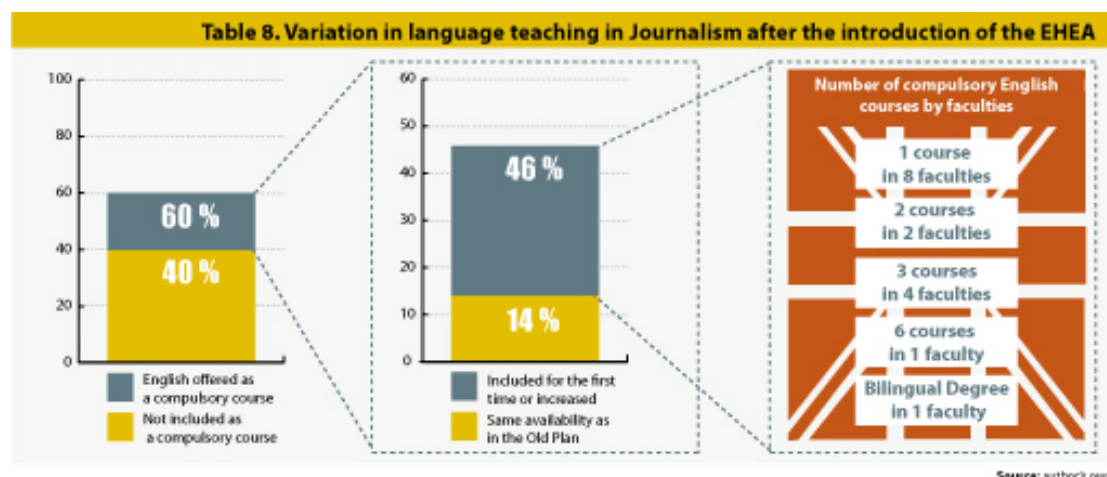
the *New Plan* ranges between 35 and 40 courses over four years. This would seem to reflect how, at least for the moment, faculties are opting to relegate any training related to new media to optional course paths, which offer greater specialization in new media, and are leaving it up to each individual student to decide.

Data confirm, in a quantitative manner, the situation depicted by experts in the topic, such as Salaverría (2011), who describe the inclusion of this content in journalism training as ‘timid’ and who advocate its inclusion in all curricula.

As regards the category which analyses the names (C8) of the courses related to the new media environment, data reveal that in the case of the *Old Plan*, general names referring to ‘technologies’ (58%) are abundant when compared to more specific names (42%). Here, a change is in evidence in the *New Plan*, where more specific names predominate (76%) compared to more general names (24%). In the case of specific names, three words stand out in both degrees: electronic, digital and multimedia. These three concepts reflect how this particular training content in new technologies is receiving ever more specialized and diversified teaching, which is also the result of the development of research into the subject.

### 3.6. Language teaching for greater European mobility

Analysis of the ‘Thematic Area of Language Teaching’ (E5) in journalism curricula reflects the number of courses or bilingual learning paths (C9) and reveals how in the current *New Plan* in journalism, 60% of faculties offer English whilst the remaining 40% do not include it as a compulsory course. Of the universities that do offer languages, the language which is offered (C10) is almost exclusively English. Overall, it can be seen that with the *New Plan* the offer of languages does generally increase, since 46% of curricula include English for the first time or increase the number of courses (Table 8). Even so, this may be viewed as rather limited when considering that the average is one compulsory course in another language in four years, and that only one university offers a bilingual *New Plan*. As far as faculties that do not include language as a compulsory course are concerned, it should be remembered that some do include it in optional learning paths which depend on the choice of each individual student.



### 3.7. Level of continuity or overall variation between the Old Plan and the New Plan

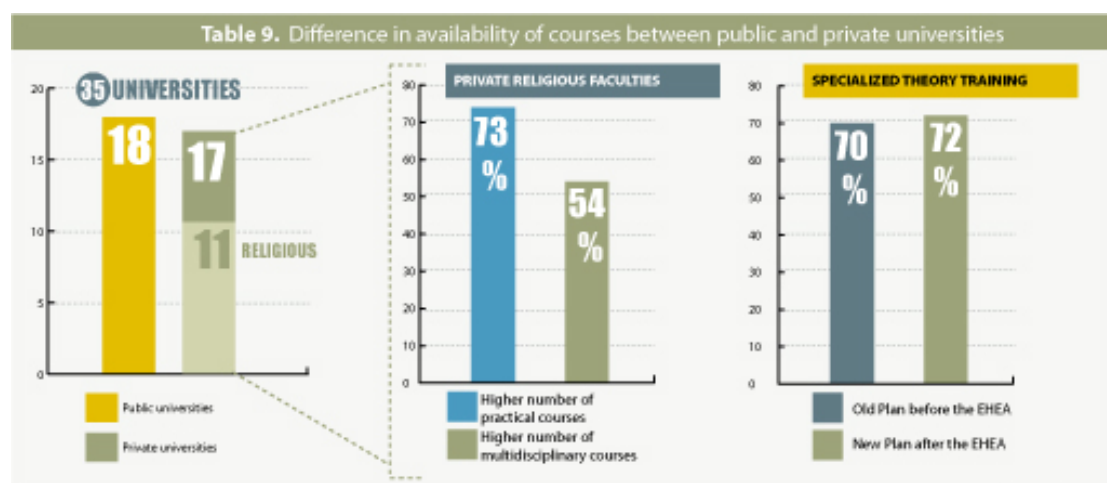
Having looked at more specific changes in content, the research moves on to analyze the ‘Overall variation’ (E6) in curricula before and after the EHEA by examining the categories of continuity (C11) or renewal (C12) which quantify the courses that are maintained or removed as well as the new ones included in faculty curricula in the old and new programmes.

Results show that 74% of faculties have adopted a high level of continuity by leaving over 80% of courses unchanged when switching from the *Old Plan* to the *New Plan*. In addition, universities that remove courses and replace them with new ones do so in less than 20% of cases compared to the old curriculum. Consistent with the results expressed in course variation over the different years of the degree (Table 6), courses which are discontinued most are those in the first years of the *Old Plan*, which have more theoretical and multidisciplinary content, whereas the inclusion of new courses is particularly evident in the final years where the amount of practical and specialized content increases. In sum, with regard to continuity or variation in curricula, data reflect that a greater level of continuity is in evidence in the *New Plan* compared to old curricula, opting for a model that continues along the same lines during the first phase of adaptation to the EHEA.

### 3.8. Similarities between public and private/religious courses

Analysis of the ‘Thematic Area of University Ownership’ (E7) offers an idea of similarities between availability of courses in public faculties (C13) and private/religious faculties (C14). As pointed out earlier, of the 35 faculties offering a degree in journalism 51% are public and 49% private. Results fail to reveal any noticeable differences vis-à-vis the question of ownership. In other words, similar data and trends emerge in both public and private centres, although it should be highlighted that the latter have adapted more quickly to the EHEA (Table 4).

One noteworthy factor that does appear concerns certain distinguishing features in the 11 faculties run under religious management, within the private centres. They tend to offer curricula that evidence a greater balance between the various types of courses as well as a higher than average number of theory and multidisciplinary courses. For instance, in the transition from the *Old Plan* to the *New Plan*, 54% of faculties with catholic roots opted to increase the amount of multidisciplinary courses (as opposed to the general trend, which was to reduce the number), although 73% did also increase the amount of practical courses (in line with other faculties and with the Bologna Plan), without over-disrupting both types of content. Their curricula also displayed more specialized theory training, which rose to 72% in the *New Plan* (compared to the general trend which was to have a greater practical load). With regard to content of a religious nature, most (8 of the 11) offer one compulsory course in the *New Plan* on Christian knowledge. It was already included by half of these faculties in the *Old Plan* with the other half incorporating it as a new compulsory course when adapting their curricula to the EHEA, which may be seen as an attempt to offer Christian values as a distinguishing feature.



Source: author's own.

#### 4. Conclusions

The first conclusion the present research offers is that Spain has opted to undertake a moderate renewal of journalism studies in the initial phase of the EHEA by changing from a two-cycle *Old Plan* degree spread over between four and five years to a single-cycle four-year *New Plan* degree plus a one-year voluntary master's degree (4+1). Such a model contrasts with the more drastic change involving a reduction to a three-year *New Plan*, plus a two-year master's degree (3+2), applied in neighbouring countries and including a new training modality which Spanish universities will, voluntarily and gradually, adopt during the second phase of adaptation to the Bologna Plan. This leads us to suppose that the coming years will witness the offer of training that entails even more changes.

Secondly, and in response to the specific goals set out at the start of the present research, it can be seen that when changing from the *Old Plan* to the *New Plan*, after adaptation to the EHEA, over half of the 35 faculties that offer a degree in journalism have opted to increase the number of disciplines which provide journalistic-communicational content compared to multidisciplinary content, characteristic of social sciences and humanities, and that in most, theory content is reduced in favour of practical-professional content. In other words, the gradual change in trend is confirmed towards teaching which is more specialized in communicational content, and prominent in which is practical training aimed at providing skills in the profession of journalism. Along a similar line, a second interpretation to arise from the data analyzed by years reflects how the reduction in multidisciplinary and theory content is in evidence in the first two years of the *New Plan* whilst a renewal of content is most apparent in the final two years, with more specialized professional subject matter.

The proportional variation in content allows us to confirm the first part of the research's initial hypothesis which anticipated a change in training trends in the journalism degree towards specialization and practical training as a result of the EHEA. It should be stressed that such a shift in the focus of training is more apparent but that it is not solely attributable to the new educational model in Europe. This is because this had already been occurring in Spain since the change in legislation 1991 which gave rise to the so-called 'New Curricula in Journalism' and which saw the three areas of communication studies split in pursuit of more specialized training to the detriment of the multidisciplinary which is characteristic of higher education. This is therefore a gradual change and one which seems likely to increase in the second phase of the educational convergence announced in Spain, with the model of a three-year *New Plan*. This will entail further reductions in theory and multidisciplinary content, which will probably once again spark the debate concerning the need for greater humanistic training for the journalists who will be interpreting the complex reality that is the 21<sup>st</sup> century.

A third conclusion to emerge is that a key factor in this future training will be the greater independence which the Bologna Plan affords universities and which has been taken advantage of in the *New Plan* curricula by including more courses designed for the specific curriculum in question aside from the courses established by the Ministry of Education. Such a reality may be seen as a more concerted effort to seek differentiation in the offer of university courses in what is an increasingly competitive education market, as would also seem to be suggested by the proliferation of double and even triple degrees.

Fourth, the study evidences that the renewal of journalism curricula aimed at introducing the teaching of said discipline into new mediums should still be viewed as limited. This may be explained by the fact that although this type of course is included in all *New Plan* curricula, the increase is in fact relative, since the mean has gone from between one and two courses in most *Old Plans* to between two and three compulsory courses in the four-year *New Plans*. This refutes the second part of this research's hypothesis in the sense

that the change to the curriculum has not been taken full advantage of to include digital and multimedia training in a more decided manner, but has seen it relegated to the area of optional courses or alternative learning paths. It thus generally depends on each student's individual choice as to whether or not they undertake specialized training in new mediums. This may alter in the forthcoming changes to curricula with the transversal inclusion of content related to new mediums, as proposed in the scientific debate and in response to the adaptation of training to the labour market which is being advocated by the European model and which will allow universities to compete better in these terms.

Fifth, the research highlights the scant availability of language teaching in the *New Plan* in journalism and reflects just how little courses in this area have been strengthened. The number of faculties to include English when switching from the old curriculum has indeed increased, yet data show that the majority trend is to plan one course in English in four years, apart from certain exceptions which offer between two and four courses. Many curricula relegate languages to the status of optional courses or simply do not include them in their offer. This may be due to certain shortcomings in teaching staff training when it comes to teaching bilingual curricula, unlike what is happening in primary and secondary education, and which contrasts with the Bologna Plan objective of fostering student and worker mobility in Europe.

Sixth, the analysis confirms that the level of continuity between curricula in the *Old Plan* and the *New Plan* in Journalism is high and reflects very little in the way of a break, at least in the initial phase of the EHEA. Most of the faculties studied maintain 80% of the courses from the old curriculum, thus reaffirming the idea expressed in the first conclusion in the sense that Spain has opted for a model based on continuity, perhaps waiting to see the response of those universities which enjoy greater independence when planning their curricula and which can implement their own voluntary changes after the introduction of the three-year *New Plan*.

Seven, the study concludes that public or private ownership of universities that offer studies in journalism does not prove determinant vis-à-vis differences or similarities in their curricular content, at least in the categories studied. Similar features do, however, emerge amongst faculties of a religious nature with some results which are more noticeable, such as offering a greater balance between content which is theory-multidisciplinary and which is practical-specialized, maintaining a certain priority in teaching in other areas.

In sum, the results to emerge from the research offer an idea of the basic training profile obtained by students taking the *New Plan* in journalism in Spain in what we have here termed the first phase of the EHEA: future journalists are given training which focuses on specialized knowledge journalistic-communicational of theory and with more practical skills centred on professional activity, and involving less multidisciplinary education in social sciences and humanities, with basic notions of new mediums, yet without specializing in new profiles and with scant knowledge of other languages.

By way of a final reflection, it is worth pointing out that neither the actual debate nor the research itself may be considered closed, and that further inquiry should be undertaken into the changes that will occur in curricula in the medium and long term, in addition to exploring other possible effects of the EHEA in the educational and professional spheres. Moreover, the present research may be extended with comparative studies carried out in other countries together with further analysis that would allow us to confirm or not the shift in training trends in journalism teaching, as well as gain deeper insights into what might be the most appropriate training profile for the journalists who will be working in the 21<sup>st</sup> century media reality.

## References

- Agencia Nacional de Evaluación de la Calidad y Acreditación (Ed.) (2005). *Libro blanco de los Títulos de Grado en Comunicación*. Madrid: Aneca.  
[http://www.aneca.es/var/media/150336/libroblanco\\_comunicacion\\_def.pdf](http://www.aneca.es/var/media/150336/libroblanco_comunicacion_def.pdf)
- Aguinaga, E. (1984). Epistemología del ejercicio periodístico. Los estudios de periodismo y su proyección profesional. Unpublished doctoral thesis. Madrid: Universidad Complutense.
- Balandrón, A. (2010). La docencia en Comunicación en el EEES ante los perfiles profesionales emergentes: el caso de los community managers. In J. Sierra, F. Cabezuelo (Coords.). *Competencias y perfiles profesionales en los estudios de Ciencias de la Comunicación* (pp. 206- 219). Madrid: Fragua.
- Barranquero, A., Redondo, F. (2009). Análisis Comparado de los planes de Estudio de Periodismo antes y después de Bolonia. En J.M. De Pablos (Ed.). *Actas del I Congreso Internacional Latina de Comunicación Social*. Tenerife: Sociedad Latina de Comunicación Social.  
<http://www.revistalatinacs.org/09/Sociedad/actas/14barranquero.pdf>
- Barrera, C. (2002). Notas para una historia del Instituto de Periodismo de la Universidad de Navarra (1958-1971). *Comunicación y Sociedad* 15(1), 7-38.
- Barrera, C. (2008). José María Escrivá de Balaguer y el Instituto de Periodismo de la Universidad de Navarra. *Studia et Documenta: rivista dell'Istituto Storico San Josemaría Escrivá* 2, 231-258.
- Beneyto, A. (1958). España. In Unesco (Ed.). *La formación de periodistas. Estudio mundial sobre la preparación del personal de la información* (pp. 199-202). Paris: Unesco.  
<http://unesdoc.unesco.org/images/0013/001353/135346so.pdf>
- Benito, A. (1967). Evolución de los estudios de Periodismo en el mundo. *Cuadernos de Trabajo*, n. 11. Pamplona: Universidad de Navarra, 13-36.
- Berelson, B. (1952). *Content Analysis in Communication Researches*. Glencoe IL: Free Press.
- Bermejo, J.C. (2009). *La fábrica de la ignorancia*. Madrid: Akal.
- Biondi, J., Miró, S. & Zapata, E. (2010) *Derribando muros. Periodismo 3.0: oferta y demanda de comunicación en el Perú de hoy*. Lima: El Comercio.
- Díaz-Noci, J. (2007). Perspectivas de la investigación y docencia universitarias de la comunicación periodística. In B. Gómez, S. Hernández (Eds.). *Estudios de Periodística XIII. La Periodística como disciplina universitaria: balance y perspectivas* (pp.31-39). Pamplona: Diario de Navarra y Sociedad Española de Periodística.
- Farias, P., Gómez, M. & Paniagua, F.J. (2010). Panorama de los estudios de periodismo en España ante el Espacio Europeo de Educación Superior. En J. Sierra (Coord.) *Los estudios de Ciencias de la Comunicación en el EEES* (pp.19-38). Madrid: Fragua.
- García, G. (2007). La Declaración de Bolonia aplicada a los estudios de Comunicación. *Comunicación y Pluralismo* 4, 189-215.
- Gordon, M. (1991). La enseñanza del Periodismo en el mundo occidental. Estudio Comparado de tres escuelas. Unpublished doctoral thesis. Universidad Complutense de Madrid.  
<http://eprints.ucm.es/1763/>
- Graña, M. (1927). Escuelas de Periodismo. (Conferencia pronunciada en la Sociedad de Estudios Vasca) *Enseñanza profesional* (s/n), 240-252.  
<http://www.euskomedia.org/PDFAnlt/congresos/04/04240252.pdf>
- Humanes, M. L. (1997). La formación de los periodistas en España. Unpublished doctoral thesis. Universidad Complutense de Madrid.
- Humanes, M. L., Roses, S. (2014). Valoración de los estudiantes sobre la enseñanza del Periodismo en España. *Comunicar* 42, 181-188.



- Jiménez, S. (2010, 14 de abril). Las próximas generaciones se toparán con cambios imprevisibles en el mercado. Suplemento *Campus de El Mundo*, 2-3.
- López, X. (2010). La formación de los periodistas en el siglo XXI en Brasil, España, Portugal y Puerto Rico. *Revista Latina de Comunicación Social* 65, 231-243.
- López, X. (2012). La formación de los periodistas para los entornos digitales actuales. *Revista de Comunicación* 11, 178-195.
- Lorente, J.I. (2010). La formación de comunicadores en el EEES. Hacia una meta-competencia comunicativa. In J. Sierra, F. Cabezuelo (Coords.). *Competencias y perfiles profesionales en los estudios de Ciencias de la Comunicación* (pp.15-26). Madrid: Fragua.
- Lozano, C. (2010). Los diseños de las asignaturas universitarias relacionadas con las teorías de la comunicación en las principales universidades europeas. In J. Sierra (Coord.). *Los estudios de Ciencias de la Comunicación en el EEES* (pp.39-50). Madrid: Fragua.
- Marinho, S. (2012). Formação em jornalismo numa sociedade em mudança: modelos, percepções e práticas na análise do caso português. Tese de Doutoramento em Ciências da Comunicação, Braga, Universidade do Minho, Instituto de Ciências Sociais.
- Marta, C. (Coord.) (2009). El proceso de reconversión de la Comunicación en el EEES. Presentación. In C. Marta (Coord.) El proceso de reconversión de la Comunicación en el EEES, *Icono 14* 14, 1-7.
- Masip, P., Micó, J.L. (2009). El periodista polivalente en el marco de la convergencia empresarial. *Quaderns del CAC* 31-32, 91-99.
- Olmedo, S., Álvarez, A. & Ruiz, I. (2010). Estudios de comunicación en el Espacio Europeo de Educación Superior (EEES). Nuevos contenidos, nuevos perfiles profesionales. In J. Sierra (Coord.). *Los estudios de Ciencias de la Comunicación en el EEES* (pp. 66-81). Madrid: Fragua.
- Ortiz, M.A. (2009). La reconversión de la Formación en Comunicación desde el Espacio Europeo de Educación Superior. In C. Marta (Coord.) El proceso de reconversión de la Comunicación en el EEES, *Icono 14* 14, 35-49.
- Piñuel, J.L. (2002). Epistemología, metodología y técnicas del análisis de contenido. *Estudios de Sociolingüística* 3(1), 1-42.
- Real, E. (2004). Formación y ejercicio profesional del periodista en la España del siglo XXI dentro del marco de la Unión Europea. Unpublished doctoral thesis. Madrid: Universidad Complutense. <http://eprints.ucm.es/tesis/inf/ucm-t27334.PDF>
- Real, E. (2005). Algunos interrogantes en torno a los estudios de Periodismo ante el nuevo Espacio Europeo de Educación Superior. *Cuadernos de Información y Comunicación* 10, 267-284.
- Real, E. (2009). Los estudios de Periodismo en el Espacio Europeo de Educación Superior: ¿Avance o retroceso? In C. Marta (Coord.). El proceso de reconversión de la Comunicación en el EEES, *Icono 14* 14, 8-34.
- Rodrigo-Alsina, M., Lazcano, D. (2014) La enseñanza en Comunicación y su proceso de adaptación al EEES como objeto de estudio: una visión panorámica. *Communication & Society/Comunicación y Sociedad*, 27(2), 221-239.
- Rosique, G. (2013a). La adaptación del EEES en asignaturas audiovisuales del área de periodismo: retos y oportunidades. *Estudios sobre el Mensaje Periodístico* 19, 429-437.
- Rosique, G. (2013b). Los estudios universitarios de periodismo en España: la adaptación al EEES y la formación de periodistas en competencias digitales. *Revista Internacional de Estudios sobre Sistemas Educativos* 1-2(1), 117-132.
- Salaverría, R. (2000). Criterios para la formación de periodistas en la era digital. Ponencia en el I Congreso Nacional de Periodismo Digital. Huesca, (14-15 de enero de 2000). <http://www.unav.es/fcom/mmlab/mmlab/investig/crite.htm>
- Salaverría, R. (2011). Online journalism meets the university: ideas for teaching and research. *Brazilian Journalism Research* 7(11), 137-152.

- Salaverría, R., Barrera, C. (2009). The Spanish Journalism Education Landscape. In G. Terzis (Ed.) *European Journalism Education* (pp. 319-330). Bristol, UK: Intellect.
- Sánchez-García, P. (2013a). Propuesta metodológica para el análisis comparado de los planes de estudio en la Licenciatura y el Grado de Periodismo en la Universidad española. In M. Vicente, T. González & M. Pacheco (Coords.) *Investigar la comunicación hoy: revisión de políticas científicas y propuestas metodológicas* (pp.365-382). Segovia: Universidad de Valladolid.
- Sánchez-García, P. (2013b). La adaptación de los planes de estudio de Periodismo al EEES. Propuesta metodológica aplicada a la Universidad de Valladolid. *Historia y Comunicación Social* 18, 87-100.
- Sánchez-García, P. (2014). Un siglo de enseñanza periodística en España: de la primera Escuela de Periodismo a la adaptación de los estudios al Espacio Europeo de Educación Superior. Unpublished doctoral thesis. Universidad de Valladolid, Spain.
- Sánchez-García, P., Campos-Domínguez, E. & Berrocal, S. (2015). Las funciones inalterables del periodista ante los perfiles multimedia emergentes. *Revista Latina de Comunicación Social* 70, 187-208.
- Sierra, F. (2011). La formación científica del informador. Universidad y campo periodístico. In F. Sierra y F.J. Moreno (Eds.). *Fundamentos de la Teoría del Periodismo* (pp. 11-39). Sevilla: Universidad de Sevilla.
- Sierra, J. (Coord.) (2010). *Los estudios de Ciencias de la Comunicación en el EEES*. Madrid: Fragua.
- Sierra, J. & Cabezuelo, F. (Coords.) (2010). *Competencias y perfiles profesionales en los estudios de Ciencias de la Comunicación*. Madrid: Fragua.
- Tejedor, S. (2006). La enseñanza del ciberperiodismo en las licenciaturas de periodismo en España. Unpublished doctoral thesis. Universidad Autónoma de Barcelona.  
<http://www.tdx.cat/bitstream/handle/10803/4188/stc1de1.pdf?sequence=1>
- Videla, J.J. (2002). La formación de los periodistas en España: perspectiva histórica y propuestas de futuro. Unpublished doctoral thesis. Madrid. Universidad Complutense.  
<http://pendientedemigracion.ucm.es/BUCM/tesis/inf/ucm-t25979.pdf>
- Vigil y Vázquez, M. (1987). *El Periodismo Enseñado. De la Escuela de 'El Debate' a Ciencias de la Información*. Barcelona: Mitre.
- Vivar, H., Abuín, N., García, A., Vinader, R. & Núñez, P. (2010). La transición al EEES: la especificidad como vía para incrementar la tasa de inserción laboral de los titulados en Comunicación. In J. Sierra, F. Cabezuelo (Coords.). *Competencias y perfiles profesionales en los estudios de Ciencias de la Comunicación* (pp. 27-43). Madrid: Fragua.
- Wimmer, R., Dominick, J. (1996). *La investigación científica de los medios de comunicación: una introducción a sus métodos*. Barcelona: Bosch.