



Beginning and Development of the First Journalism Education in Turkey: Analysis on Ankara University School of Press and Broadcasting*

Türkiye’de İlk Gazetecilik Eğitimlerinin Başlaması ve Gelişimi: Ankara Üniversitesi Basın Yayın Yüksek Okulu Üzerine Bir İnceleme

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Abstract

Journalism education in Turkey has completed its evolution by taking part in various changes and transformations from the beginning to the present. In this context, the subject of journalism education in Turkey is dealt with various aspects in Schools of Media and Publishing and Communication Faculties. The evolution of journalism education in Higher Education Systems from the establishment of Media and Publishing Schools to today’s Communication Faculties is a fact accepted by all parties in the discussion platforms. Faculties of Communication in Turkey and the Departments of Journalism opened to give education in these faculties increase and expand every year. In this context, the aim of the study is to determine how journalism education in Turkey started and how it follows a path in the perspective of development through Ankara University School of Press and Broadcasting. Literature search and document analysis methods will be used as a means of providing data in the research and the data obtained will be evaluated and concluded.

Keywords: Journalism Education, School of Press and Broadcasting, Change and Transformation.

Özet

Türkiye’de gazetecilik eğitimi, başlangıçtan günümüze kadar çeşitli değişim ve dönüşümler içerisinde yer alarak evrimini tamamlamıştır. Bu çerçevede Türkiye’de gazetecilik eğitimi konusu dâhil olduğu alanı içerisinde, Basın Yayın Yüksekokulları ve İletişim Fakülteleri çeşitli yanlarıyla ele alınmaktadır. Yüksek Öğretim Sistemleri içindeki gazetecilik eğitiminin Basın Yayın Yüksekokullarının kuruluşlarından itibaren, günümüz İletişim Fakültelerine evrilmeleri tartışma platformları içerisindeki tüm tarafların ağırlıklı oranla kabul ettikleri bir gerçek olarak yer almaktadır. Türkiye’de İletişim Fakülteleri ve bu fakültelerde eğitim vermek üzere açılan gazetecilik bölümleri ise her geçen yıl artmakta ve yayılım göstermektedir. Bu çerçevede çalışmanın amacı, Türkiye’deki gazetecilik eğitiminin nasıl başladığını ve gelişim perspektifi içerisinde nasıl bir yol izlediğini Ankara Üniversitesi Basın Yayın Yüksek Okulu üzerinden belirlemektir. Araştırmada veri sağlama aracı olarak literatür taraması ve doküman analizi yöntemleri kullanılacak, elde edilen veriler değerlendirilerek sonuçlandırılacaktır.

Anahtar Kelimeler: Gazetecilik Eğitimi, Basın Meslek Yüksek Okulu, Değişim ve Dönüşüm.

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1. INTRODUCTION

Journalism education in Turkey has gained a scientific structure by going through various stages until today. While studying journalism education in our country, many researches have been taken into consideration, from Schools of Media and Publishing to Communication Faculties. Every year, the number of students studying in journalism department increases day by day with faculties opened in different parts of Anatolia. One of the foundations of these faculties is based on Ankara University School of Press and Broadcasting. Each new faculty has contributed to the process initiated by the University of Ankara, thus enabling the department to gain a professional structure. However, the foundation of the Ankara University School of Press and Broadcasting represents a beginning and it establishes the basis of journalism education in Turkey. Our research analyses the establishment process of Ankara University School of Press and Broadcasting in the 1960s, the course contents, based on archive documents. By this way, 1987/1988 and 1988/1989 academic years of the school were compared. Besides, literature research and document analysis methods were used as a means of providing data, and the first journalism education in Turkey was evaluated and concluded based on the data obtained.

The first journalists in the world to perform modern profession of journalism today have started to work in America and England and have made researches on the treatment of journalism as a professional organization. However, the fact that journalism is considered as a modern professional organization is considered as a disadvantage for the newspaper and journalism profession at the beginning. With the increases in industrial production, new job opportunities have been raised and the need for literate people has increased for these works to be carried out. Thus, increase in the number of literates over time led to an increase in the importance and effectiveness of the newspaper in social life, and the newspaper began to become one of the defining elements of social life (Kaya, 1985: 6). The structures that undertake journalism training according to demands of the sector, are brought to the agenda as institutions that are highly criticized and disliked by the sector today (Dağtaş, 2003: 149).

Journalism education started in order to improve media content around the world. The press needed more qualified personnel and aimed to increase its reputation by this way. In this context, giving responsibility to the press in terms of civics and politics and the fact that the press has an important place in modern society in this sense has been important touchstones in the establishment of journalism institutes and colleges (Hachten, 2005: 159). Industrialization of the press and the ever-increasing demand for qualified labor played important role in the establishment of journalism schools. Since there was lack of ethics, knowledge, intellectuality and deep perspective on events, university level journalism education was necessary (Yıldırım, 2009: 100).

In this regard, the first journalists to perform the profession in modern perspective in the world started studying in the United States and England and they made researches in order to deal with journalism as a professional organization. James Gordon Bennett, Joseph Pulitzer and William Randolph Hearst are pioneering researchers.

In this context, journalism schools have an important function in terms of democratization of society. Journalism education around the world started with the aim of improving media content. The press needed more qualified staff and aimed to increase its reputation in this way. An initiative to from syllabus of journalism education is Tartu Declaration which was brought in the meeting of European Journalism Training Association held in Tartu, Estonia and it included skills and goals for journalists.

2. BEGINNING AND DEVELOPMENT OF THE FIRST JOURNALISM EDUCATION IN TURKEY

According to Yıldırım (2012), in addition to America and Europe, UNESCO's model for improving journalism education in underdeveloped countries, which has been based on the problem of free flow of information since the 1950s, is another significant factor in the structuring of journalism education. The concept that modern journalism needs university level education was supported by the approach of UNESCO, which encourages establishing mass communication institutions in the third world countries has led to institutionalization of journalism education in many developing countries including Turkey since 1960s. However, it can be stated that Turkey started journalism education late compared to Europe and North America since journalism education is directly proportional generally to national education systems of the countries, effects of journalism profession organizations, state policies and developments in communication technologies. The ideas about journalism education in Turkey were first put forward by journalist Ahmet Rasim, but nothing was inherited from the Ottomans in terms of journalism education when the Republic of Turkey was established (Topuz, 1973: 115). Istanbul Private Journalism School, opened by Müderris Fehmi Yahya in 1948, is not an educational institution at university level, but it is historically important since it is the first private journalism school to be opened in Turkey (İnuğur, 1988: 155). With these developments, the first official journalism school in Turkey was opened in 1950. In the historical process from Istanbul University Faculty of Administration Journalism Institution (journalism education) in 1950, Ankara University Faculty of Political Sciences School of Press and Broadcasting in 1965 to faculty of communication, institutions giving journalism education has gained their present position after certain stages (Dağtaş, 2003: 149). Journalism education which started at two universities in our country at the beginning, were given at five universities in 1970s, and foundations of Ankara, İstanbul, Marmara, Ege and Ankara Hacı Bayram Veli universities were set up.

İstanbul ve Ankara Journalists' Association played important role in starting journalism education in Turkey. They realized their attempts to raise qualified journalists by starting education programs on journalism education at İstanbul and Ankara University (Tokgöz, 2003: 10). First attempts about journalism education in Turkey has a half-century history. The First Press Law was issued in 1931 in order to bring a regulation to the press during the Republican period when new newspapers began their publishing life. In addition to new provisions, the law introduced some other provisions about education status of journalists. With article 12, owners of journals and newspapers, with article 15, editors of newspapers and journals and staff who direct common publication had to be school graduates. By the provisional article of the law, people who do not have a diploma but hold these duties are excluded. However, the decision was valid for 3 years, and those who are in duty had to provide the requirements (İçel, 1985: 146). Darülfünun made preliminary efforts to open a journalism school in İstanbul in response to this necessity. After attempts of Hakkı Tarık Us who is deputy for Giresun to make change in the part related with the education of journalists, the condition that journalists must be graduates was abolished with a new article on 8 June 1933. When this necessity was eliminated at least for the employees at that time, the preparations made by Darülfünun were incomplete and the opening of the journalism school was abandoned (Başer, 1990: 21). Thus attempts to open a journalism school were delayed for a long time until 1947 (Alemdar, 1988: 16). Turkish political life was mobilized during the preparations for the transition to North Atlantic Treaty Organization after the World War II, and new newspapers entered the publishing world, and a movement was seen in the press. As a result of this, newspapers began to have difficulty in finding qualified personnel to be employed in the press sector. Upon these developments, İstanbul Journalists' Association started teaching with the name of Journalism Institution at İstanbul University in 1947. Nevertheless,

Müdürris Fehmi Yahya Tuna İstanbul Private Journalism School was opened in 1948. It is the first school to have given journalism education. It gave education in two terms, one after secondary school and the other after high school. It is also the basis of Marmara University School of Press and Broadcasting (Başer, 1990: 21-22).

3. ANKARA UNIVERSITY SCHOOL OF PRESS AND BROADCASTING

The school established with the support of United Nations Educational, Scientific and Cultural Organization and Journalists' Association in 1965 is the first school to give a four-year education at university level as School of Press and Broadcasting in Turkey. It was converted into Faculty of Communication in 1992.

3.1. From School of Press and Broadcasting to Faculty of Communication

The history of Ankara University Faculty of communication begins in November 1965 with the High School of Press and Broadcasting. Metin Toker and Hıfzı Topuz who came together with the aim of raising qualified journalists in the press propose to Ankara University Faculty of Political Sciences for the establishment of a new School of Press and Broadcasting with the contributions of United Nations Educational, Scientific and Cultural Organization and the Journalists' Association. A five-person group consisting of Bahri Savayan, Şerif Mardin, Mümtaz Soysal, Bülent Daver and Nermin Abadan starts to work at Ankara University Faculty of Political Sciences. Erdoğan Güçbilmez is an assistant to the commission. Besides, with the initiatives of United Nations Educational, Scientific and Cultural Organization, visiting lecturers are brought from Europe to form the curriculum of the newly established school. As a result, first university-level institution with the name of the School of Press and Broadcasting, which provides four years of education in the field of press and broadcasting was opened at Ankara University Faculty of Political Sciences. Fahir Armaoğlu is the first director of the school. Education and training is carried out under two separate departments, the Department of Journalism and Public Relations and the Department of Radio and Television.

On November 6, 1982, Ankara University School of Press and Broadcasting was separated from the Faculty of Political Sciences and became an institution directly affiliated to the Rector's Office of Ankara University. The first graduate education starts in 1986. Ankara University School of Press and Broadcasting was converted into the Faculty of Communication in 1992. With this transformation, academic staff and curriculum tend to develop. Thus, education and training with this new institution is provided in three different departments, under the name of Journalism, Public Relations and Advertising, Radio, Television and Cinema, as opposed to the School of Press and Broadcasting.

The School of Press and Broadcasting became the Faculty of Communication in July 1992. This paves the way for the expansion of the academic staff and encourages the development of curriculum. Now, there are three departments, Journalism, Public Relations and Advertising, Radio, Television and Cinema. In this process, Prof. Dr. Oya Tokgöz was the director of the school then she became the dean of the faculty.

Ankara University School of Press and Broadcasting, the first higher education institution in Turkey to provide four-year education in the field of communication, has been a pioneer in the field of journalism education in our country with its academic staff. It continued to exist academically along with the leading names of communication such as Aysel Aziz, Ahmet Taner Kışlalı, Ünsal Oskay, Nermin Abadan.

3.1.1. Ankara University Faculty of Communication

Ankara University Faculty of Communication established as Ankara University School of Press and Broadcasting in 1965 with the contributions of United Nations Educational, Scientific and Cultural Organization and Journalists' is the first higher education institution in Turkey to provide four-year education in the field. The academic staff of the faculty consists of 77 lecturers who are specialists and study in different branches of communication. In addition, Ankara University Faculty of Communication, which has approximately 1050 students, gives an average of 150 graduates each year.

3.2. Ankara University, School of Press and Broadcasting, Department of Journalism Term Courses

The compulsory courses given according to the curriculum of Ankara University School of Press and Broadcasting Department of Journalism in selected years are given below. Data was collected by literature review and document analysis methods and Ankara University School Press and Broadcasting was determined as the sample of the study. Data of the study were divided into categories.

1987-1988 Academic Year Courses and course loads of Journalism Department at Ankara University School of Press and Broadcasting were analysed in tables.

3.2.1.1987/1988 Academic Year Courses

Table 1. Ankara University School of Press and Broadcasting 1987-1988 Academic Year Journalism Department Courses

1 st Grade Courses	2 nd Grade Courses
Sociology	Economics II
Statistics	Research Methods in Social Sciences
Fundamental Concepts of Law	Social Psychology
Introduction to Political Sciences	Turkish Economy
Atatürk's Principles and History of Revolution	Literary Genres
Constitution	Atatürk's Principles and History of Revolution
Economics I	Physical Education and Sports
Political History	Social Psychology
Turkish I	Political Thoughts and Regimes
Administrative Structure of Turkey	Finance
Physical Education and Sports	Photography I
Turkish Language	Turkish Language
Turkish Culture and Art Life and Institutions	Fundamental Concepts in Plastic Arts
English I	Sources of Information
Turkish II	Typewriting
Music	Public Opinion
	Mass Communication Equipments
	English II
3 rd Grade Courses	4 th Grade Courses
History of Press	Communication Law
Public Relations	Law of Nations
Mass Communication Theories	Physical Education and Sports
History of Cinema	Public Promotion and Tourism
Basic Journalism I	Atatürk's Principles and History of Revolution
Photography II	Turkish Language
Turkish Foreign Policy	Intellectual Rights
Atatürk's Principles and History of Revolution	Public Education Through Press-Broadcasting
Physical Education and Sports	Promotion Methods
Turkish Language	International Economy Policy
Criminal Law	Types of Movie
Public Opinion	Environmental Issues
News Gathering and Writing Techniques	Current Issues in Electronic Publishing
English III	Communication Studies
Newspaper Publishing Techniques I	English IV
Fundamental Concepts in Newspaper Industry	Public Relations II
Basic Journalism II	Newspaper Writing
Newspaper Publishing Techniques II	Press Management
Tourism and Promotion	Current Issues in the Press
Political Behavior	Investigative Journalism

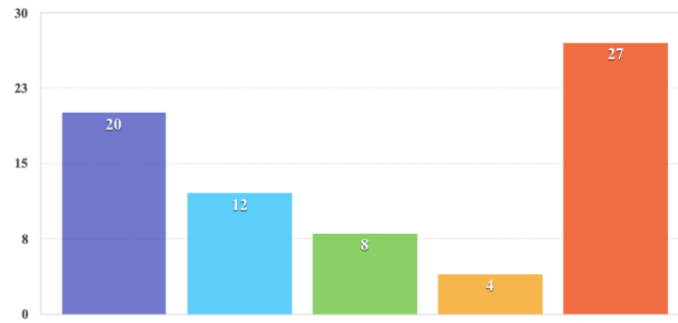


Figure 1. Ankara University School of Press and Broadcasting 1987-1988 Academic Year Journalism Department Courses in Categories

It is seen on bar chart that there are 27 different Other Courses, 20 General Culture Courses, 12 Field Courses, 8 Practical Courses, 4 Theoretical Courses in Department of Journalism at Ankara University School of Press and Broadcasting during 1987-1988 academic year. The highest number of courses is in Other Courses Category and the lowest number of courses is in Theoretical Courses.

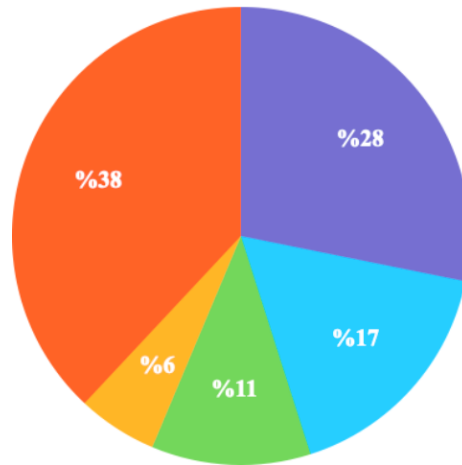


Figure 2. Ankara University School of Press and Broadcasting 1987-1988 Academic Year Journalism Department Course Load

It is seen on pie chart Other Courses have 38 %, General Culture Courses have 28 %, Field Courses 17 %, Practical Courses have 11 % and finally Theoretical Courses 6 % density. The densest courses are in the Other Courses category, the least dense is in Theoretical Courses category in Department of Journalism at Ankara University School of Press and Broadcasting during 1987-1988 academic year.

3.2.2.1988/1989 Academic Year Courses

1988-1989 Academic Year Courses and course loads of Journalism Department at Ankara University School of Press and Broadcasting were analysed in tables.

Table 2. Ankara University School of Press and Broadcasting 1988-1989 Academic Year Journalism Department Courses

1 st Grade Courses	2 nd Grade Courses
Fundamental Concepts of Law	Economics II
Sociology	Research Methods in Social Sciences
Statistics	Social Psychology
Introduction to Political Sciences	Turkish Economy
Atatürk's Principles and History of Revolution	Computer Programming
Constitution	Atatürk's Principles and History of Revolution
Economics I	Physical Education and Sports
Political History	Social Policy
Photography	Political Thoughts and Regimes
Administrative Structure of Turkey	Finance Public
Physical Education and Sports	Basic Journalism
Turkish Language	Turkish Language
Administration and Organization	Fundamental Concepts in Plastic Arts
Accounting	Sources of Information
Turkish Culture and Art Life and Institutions	Typewriting
History of Press and Broadcasting	World Literature
Business Economics	Business Audit
English I	English II
3 rd Grade Courses	4 th Grade Courses
History of Press	Communication Law
Fundamental Concepts in Public Relations	Law of Nations
Mass Communication Theories	Physical Education and Sports
History of Cinema	Public Promotion and Tourism
Basic Journalism I	Atatürk's Principles and History of Revolution
Photography II	Turkish Language
Turkish Foreign Policy	Intellectual Rights
Atatürk's Principles and History of Revolution	Public Education Through Press-Broadcasting
Physical Education and Sports	Promotion Methods
Turkish Language	International Economy Policy
Criminal Law	Types of Movie
Public Opinion	Political Communication
Tourism and Promotion	Investigative Journalism
Political Behavior	Environmental Issues
English III	Promotion Practices of Turkey
Newspaper Publishing Technique I	Current Issues in Electronic Publishing
Fundamental Concepts in Newspaper Industry	English IV
Basic Journalism II	Public Relations II
Newspaper Publishing Technique II	Newspaper Writing
News Gathering and Writing Technique	Press Management
	Current Issues in the Press

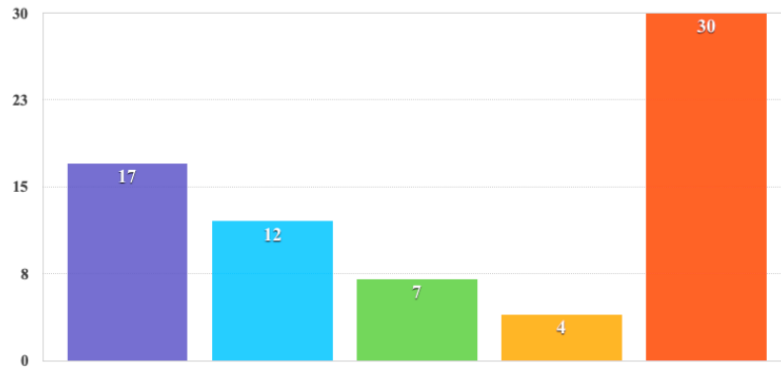


Figure 3. Ankara University School of Press and Broadcasting 1988-1989 Academic Year Journalism Department Courses in Categories

It is seen on bar chart that there are 30 different Other Courses, 17 General Culture Courses, 12 Field Courses, 7 Practical Courses, 4 Theoretical Courses in Department of Journalism at Ankara University School of Press and Broadcasting during 1988-1989 Academic Year. The highest number of courses is in Other Courses Category and the lowest number of courses is in Theoretical Courses.

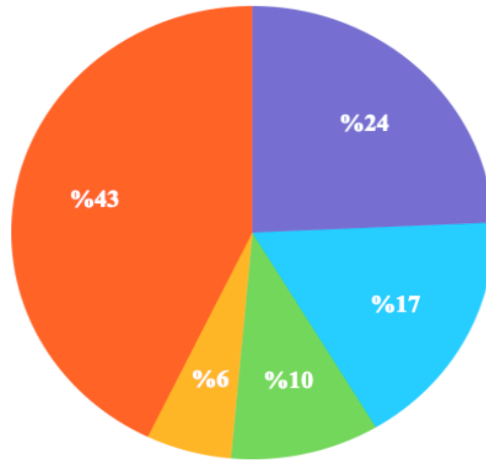


Figure 4. Ankara University School of Press and Broadcasting 1988-1989 Academic Year Journalism Department Course Load

As it is shown on pie chart, Other Courses have 43 %, General Culture Courses have 24 %, Field Courses 17%, Practical Courses have 10 % and finally Theoretical Courses 6 % density. The densest courses are in the Other Courses category, the least dense is in Theoretical Courses category in Department of Journalism at Ankara University School of Press and Broadcasting during 1987-1988 academic year.

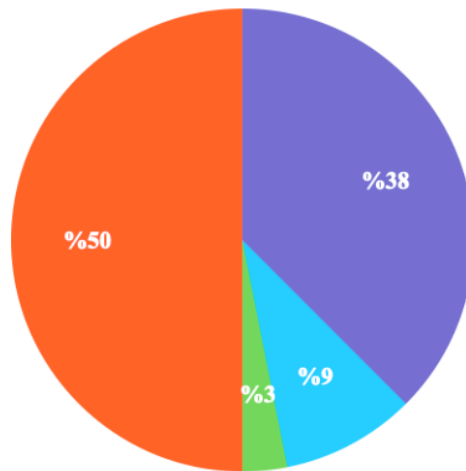


Figure 5. Ankara University School of Press and Broadcasting Journalism Department Course Load in the 1st Grade

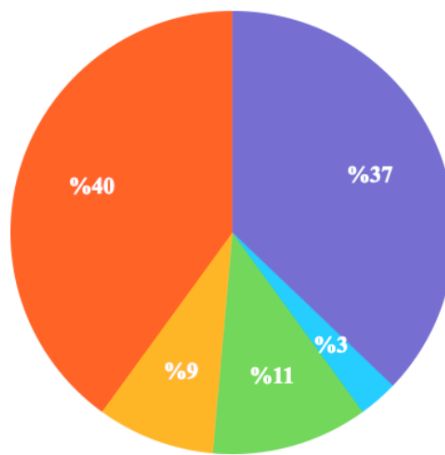


Figure 6. Ankara University School of Press and Broadcasting Journalism Department Course Load in the 2nd Grade

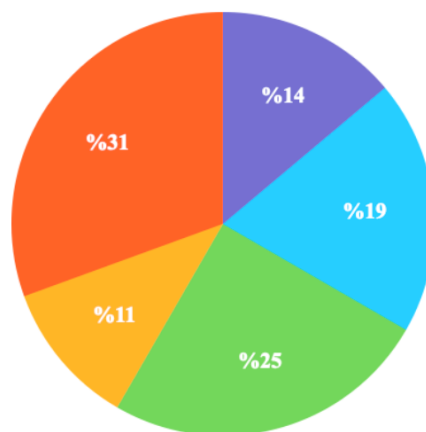


Figure 7. Ankara University School of Press and Broadcasting Journalism Department Course Load in the 3rd Grade

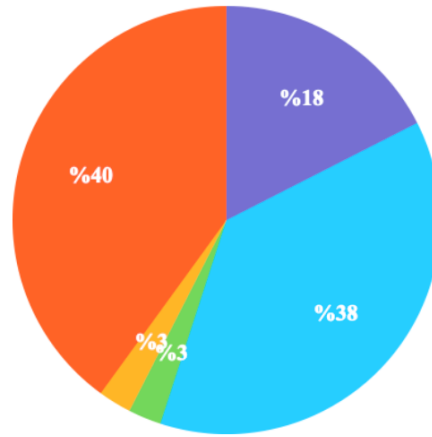


Figure 8. Ankara University School of Press and Broadcasting Journalism Department Course Load in the 4th Grade

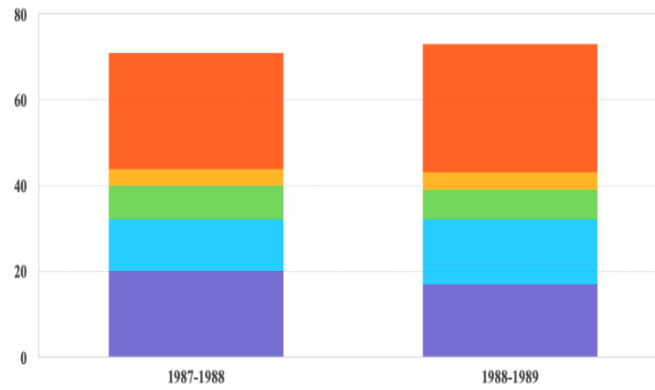


Figure 9. Comparison of Course Categories between 1987-1988 Academic Year and 1988-1989 Academic Year at Ankara University School of Press and Broadcasting Department of Journalism

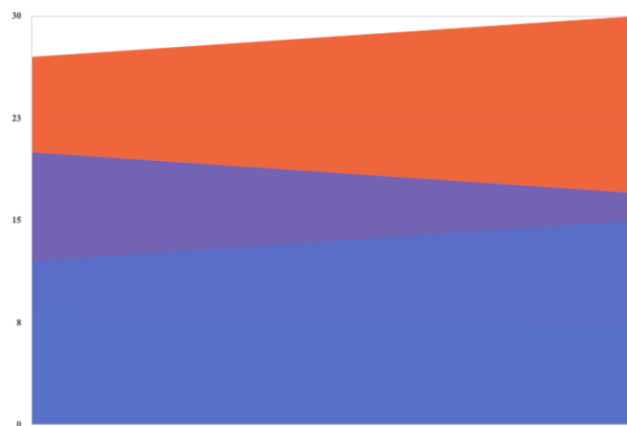


Figure 10. Comparison of Course Loads between 1987-1988 Academic Year and 1988-1989 Academic Year at Ankara University School of Press and Broadcasting Department of Journalism

CONCLUSION

Today, situation of present students at faculties of communication seems to prove the ideas of Peyami Safa writing with Server Bedi pseudonym for Ulus Newspaper on 30 August 1948. Peyami Safa, ridiculed the initiatives related to the establishment of the Journalism Institution in those days, he claimed that just a single lecture lasting no more than a minute can be given at such an institute and for him it would be enough for a professor on the stage to say: "Oh, Youth, only institution of journalism is the newspaper itself. Gain a seat there. Do not waste your time here". The concept still survives today. Thus, in the process from schools of journalism to faculties of communication, the main target was to supply and try to fulfil the needs of the sector (Akt. Gürkan & İrvan, 2000: 354). All of these factual elements took place within the context of the newspaper and journalism profession in developmental perspectives and with the necessity of the emergence of the press and the press functionality to take an active form. As a result of the more content the more employees concept profession of journalism was emphasized and at this stage the first institutions providing journalism education in Turkey such as Ankara University School of Press and Broadcasting was established. With description of this establishment, the elements of the modern journalism profession and the facts related to the purpose of modern journalism education were evaluated. In this respect, it is concluded that journalism schools have an important function on democratization of the society.

First as away in this regard, the following findings were first reached for the findings of the study. It is seen on first bar chart that there are 27 different Other Courses, 20 General Culture Courses, 12 Field Courses, 8 Practical Courses, 4 Theoretical Courses in Department of Journalism at Ankara University School of Press and Broadcasting during 1987-1988 academic year. The highest number of courses is in Other Courses Category and the lowest number of courses is in Theoretical Courses.

It is seen on first pie chart Other Courses have 38 %, General Culture Courses have 28 %, Field Courses 17 %, Practical Courses have 11 % and finally Theoretical Courses 6 % density. The densest courses are in the Other Courses category, the least dense is in Theoretical Courses category in Department of Journalism at Ankara University School of Press and Broadcasting during 1987-1988 academic year.

Secondly, the following findings were achieved, respectively.

It is seen on second bar chart that there are 30 different Other Courses, 17 General Culture Courses, 12 Field Courses, 7 Practical Courses, 4 Theoretical Courses in Department of Journalism at Ankara University School of Press and Broadcasting during 1988-1989 Academic Year. The highest number of courses is in Other Courses Category and the lowest number of courses is in Theoretical Courses.

As it is shown on second pie chart, Other Courses have 43 %, General Culture Courses have 24 %, Field Courses 17 %, Practical Courses have 10 % and finally Theoretical Courses 6 % density. The densest courses are in the Other Courses category, the least dense is in Theoretical Courses category in Department of Journalism at Ankara University School of Press and Broadcasting during 1987-1988 academic year.

Courses taught in Department of Journalism in 1987/1988 and 1988/1989 academic years at Anakara University School of Press and Broadcasting were analysed. It is observed that practical courses are less and theoretical courses are more than the others. Students' theoretical infrastructures are tried to be supported with practical courses.

As a result, course and course loads of each class in two years were analysed separately in the scope of the study. In order to see the differences between all courses and course loads of every class a single chart was prepared. Other Courses and General Culture Courses are mostly taught in the classes. Finally, Theoretical Courses are seen in limited numbers in all classes.

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