

# **The Cross-Cultural Perspective on the Philosophy of Media and Promotional Studies**

Bc. Markéta Zezulková

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Diplomová práce  
2010/2011



Univerzita Tomáše Bati ve Zlíně  
Fakulta multimediálních komunikací

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Univerzita Tomáše Bati ve Zlíně  
Fakulta multimediálních komunikací  
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## ZADÁNÍ DIPLOMOVÉ PRÁCE

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Téma práce: **Mezikulturní pohled na filosofii mediálních a propagačních studií**

Zásady pro vypracování:

1. Zpracujte rešerši literatury pojednávající o filosofii vzdělávání, vyšším vzdělávání, vzdělávání v oblasti mediálních, reklamních a marketingové komunikačních univerzitních oborů. Definujte cíle práce, metody a pracovní hypotézy.
2. Charakterizujte prostředí a současnou situaci zvolených adamických pracovišť, definujte metodiku primárního výzkumu a zpracujte data. Získané výsledky porovnejte jak mezi sebou, tak s poznatky z rešerše odborné literatury.
3. Na základě získaných výsledků a dat zpracujte návrhy, jak by se obecně univerzity mohly přiblížit filosofii mediálních a propagačních studií podle modelů publikovaných v odborné literatuře. Zpracujte konkrétní doporučení aplikovatelná v prostředí zvolených univerzit.

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# Abstrakt

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Vzdělávání hraje natolik významnou roli v životě studentů a celé společnosti, že není divu, že je ohniskem mnoha vášnivých debat již po tisíce let. Mnoho filosofů se zamýšlelo nad podstatou a ideálními formami školského vzdělávání. Tato studie je inspirována filosofií vzdělávání a ptá se, co je a co by měl být cíl vysokoškolského vzdělávání v oblasti médií a propagace ve 21. století, a jak se teorie filosofie vzdělávání promítají do pedagogické praxe. Primární výzkum této studie je kvalitativní povahy. Jako výzkumnou strategii autor aplikuje zakotvenou teorii a metodikou je mezikulturní případová studie. Autor podnikl několik zúčastněných pozorování a rozhovorů s magisterskými absolventy a menším počtem pedagogů v letech 2008 až 2011 v České republice, Francii, Anglii a Rakousku, avšak probandi výzkumu pocházejí z 32 různých zemí světa.

Výzkum opřený o přehled literatury objevil, že utilitární filosofie typická pro prakticky zaměřené vzdělávání dominuje mediálním a propagačním studiím. Současná filosofie vysokých škol je postavena na přesvědčení, že profesionální rozvoj studentů je nadřazen osobnímu rozvoji a stejně tak i potřebám společnosti. Nicméně, pozorování a rozhovory se studenty odhalily, že studenti touží po osobním růstu a oceňují sociální dovednosti získané během vysokoškolských let. Proto studie navrhuje novou filosofii, vyvažující utilitární vzdělávání s filosofií liberální výchovy, která zdůrazňuje vzdělávání studenta nejen jako praktikanta, ale celistvě jako sociální bytost a občana. Práce navrhuje, aby praktická aplikace filosofie začala doplňujícím školením učitelů, jež hrají zásadní roli v procesu vzdělávání, a pokračovala s podporou kritického a reflektivního myšlení studentů a případným rozšířením osnov o některá ze sedmero svobodných umění. Nicméně, nová filosofie mediálních a propagačních studií představuje spíše skupinu různě aplikovatelných idejí než ověřené postupy.

# Abstract

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Education has such an important role in students' lives and society that it is not surprising that it has been the locus of some of the sharpest debates for thousands of years. A number of thinkers have applied a philosophical approach in order to disclose the nature, purpose, and ideal forms of formal education. Inspired by the philosophy of education, this study asks what is and what should be the purpose of higher education in media and promotion in the 21<sup>st</sup> century and how the philosophy is and would be reflected in educational practice. The primary research is of a qualitative nature, applies grounded theory as a research strategy, and uses a cross-cultural embedded multi-case study as its methodology. The author conducted several participant observations and interviews with master's graduates and smaller number of educators between 2008 and 2011 in the Czech Republic, France, the United Kingdom, and Austria. However, the participants were from 32 countries around the world.

The research supported by the review of literature has discovered that utilitarian philosophy of practical education dominates today's media and promotional studies. Current philosophy held by the institutions suggests that students' professional development is highly superior to their personal development as well as to the needs of society. However, the observations of students together with interviewing have uncovered students' demand for personal enhancement and appreciation of social skills' improvements gained throughout the study years. Therefore the study proposes a philosophy that balances utilitarian education with the philosophy of liberal education, that puts emphasis on the education of the student as a whole in order to help him or her fully develop not only as a practitioner but as a social being and citizen. The research recommends that the practical application of the philosophy starts with further education of teachers, who play a crucial role in the learning process, and follows with encouragement of students to think critically and reflectively, and ends with a broadened curriculum enriched by liberal arts. Nevertheless, the new philosophy of media and promotional studies represents rather a cluster of transformable ideas than verified specifications.

## Declaration

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I declare that this thesis on The Cross-Cultural Perspective of the Philosophy of Media and Promotional Studies is fully inscribed by myself. The applied literature is properly quoted and all sources are stated in the reference list. I declare that the printed version of the study is identical with the one uploaded to IS/STAG.

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MARKÉTA ZEZULKOVÁ

In Zlín, 15th September, 2011

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## To My Grandchildren

What lies behind us and what lies before us are tiny matters  
compared to what lies within us.

Ralph Waldo Emerson

# Table of Content

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<b>INTRODUCTION</b>	<b>14</b>
<b>CHAPTER 1</b>	<b>16</b>
<b>THEORETICAL AND METHODOLOGICAL PART</b>	<b>16</b>
<b>1.1 Introduction</b>	<b>17</b>
<b>1.2 Media and Promotional Studies</b>	<b>18</b>
<b>1.3 Philosophy and the Philosophy of Education</b>	<b>18</b>
<b>1.4 Introduction to the Philosophy of Media and Promotional Studies</b>	<b>20</b>
<b>1.5 Ancient Liberal Education</b>	<b>20</b>
1.5.1 Ethics and Aesthetics	21
1.5.2 Conclusion	22
<b>1.6 Medieval Times and the Nature of Earliest Universities</b>	<b>22</b>
<b>1.7 The Industrial Revolution and Birth of Utilitarian Education</b>	<b>22</b>
1.7.1 From Liberal to Utilitarian Education	22
1.7.2 The Philosophy of Utilitarian Education	23
1.7.3 Accessibility of Higher Education to Wider Public	24
1.7.4 Pillars of Media and Promotional studies	24
<b>1.8 Media and Promotional Studies in the Spirit of Utilitarian Education</b>	<b>24</b>
1.8.1 Long Fight for Education in Journalism	24
1.8.2 The Rapid Adoption of Advertising Education	25
1.8.3 Philosophy Behind	26
<b>1.9 Call for a Balance Between Utilitarian and Liberal Education</b>	<b>27</b>
1.9.1 Criticism of Purely Utilitarian Education	27
1.9.2 The Place for Liberal Education in the 21 <sup>st</sup> Century	28
<b>1.10 Rethinking the Philosophy of Media and Promotional Studies</b>	<b>30</b>
1.10.1 Being a Practitioner in Media and Promotion in the 21 <sup>st</sup> Century	30
1.10.2 Liberal Education of Media and Promotional Students	31
1.10.3 Liberal Arts in Curriculum	32

<b>1. 11 Ethical and Moral Education of Media and Promotional Students</b>	<b>33</b>
1. 11. 1 Ethics of Consequences	33
1. 11. 2 Ethics of Duty	34
1. 11. 3 Recommendation	35
<b>1. 12 Being an Influential Educator</b>	<b>35</b>
1. 12. 1 Issue	35
1. 12. 2 Possible Solution	35
1. 12. 3 Conclusion	38
<b>1. 13 Conclusion of the Literature Review</b>	<b>38</b>
<b>1. 14 Research Aim and Objectives</b>	<b>39</b>
1. 14. 1 Research Aim	39
1. 14. 2 Research Objectives	39
<b>1. 15 Methodological Consideration</b>	<b>40</b>
1. 15. 1 Research Approach	40
1. 15. 2 Research Methodology	41
1. 15. 3 Research Methods	41
<b>1. 16 Research Process</b>	<b>44</b>
1. 16. 1 Research Strategy	44
1. 16. 2 Research Sampling	44
1. 16. 3 Data Analysis	45
1. 16. 4 Generalisation	45
<b>1. 17 Ethical and Legal Questions</b>	<b>45</b>
<b>1. 18 Conclusion of Methodological Part</b>	<b>46</b>
<b>CHAPTER 2</b>	<b>47</b>
<b>PRACTICAL PART</b>	<b>47</b>
<b>2. 1 Introduction</b>	<b>48</b>
<b>2. 2 Cross-Cultural Case Study</b>	<b>49</b>
2. 2. 1 Cross-Cultural Embedded Multi-Case Study	49
2. 2. 2 The Faculty of Multimedia Communications, Tomas Bata University	49
2. 2. 3 The Media School, Bournemouth University	51
2. 2. 4 Sup De Pub, INSEEC Group	53

2. 2. 5 The Salzburg Academy on Media and Global Change, The Salzburg Global Seminar	55
2. 2. 6 Conclusion	56
<b>2. 3 Participant Observations</b>	<b>57</b>
2. 3. 1 Schedule	57
2. 3. 2 Process	58
2. 3. 3 Ethics	58
<b>2. 4 Interviews</b>	<b>59</b>
2. 4. 1 Schedule	59
2. 4. 2 Sub-Units 1: Students	59
2. 4. 3 Process	60
2. 4. 4 Ethics	62
<b>2. 5 Data Analysis</b>	<b>63</b>
<b>2. 6 Introduction to the Research Findings</b>	<b>63</b>
<b>2. 7 Utilitarian Philosophy with Signs of Liberal Education</b>	<b>63</b>
2. 7. 1 Practical Education and Broad Curriculum in The Faculty of Multimedia Communications	64
2. 7. 2 Real-World and Ethical Education Promised by the Media School	65
2. 7. 3 Professional Training for Future Jobs Provided by Sup De Pub	67
<b>2. 8 Consistency and Contrast Between Philosophy and Educational Practice</b>	<b>68</b>
2. 8. 1 Philosophy of Utilitarian Education in Practice	68
2. 8. 2 Philosophy of Liberal Education in Practice	73
<b>2. 9 Students' Demand for Utilitarian and Liberal Higher Education</b>	<b>75</b>
2. 9. 1 Utilitarian Philosophy as an Integral Part of Higher Education	75
2. 9. 2 Immature Students Seeking for Personal Development	76
2. 9. 3 Appreciation of Projects from Different Point of View	77
2. 9. 4 Graduates of Media and Promotion Masters Courses as Future Leaders	78
<b>2. 10 The Potential of Advanced Change Theory</b>	<b>79</b>
2. 10. 1 The Best Teacher Cares, the Worst Teacher is Hypocritical	79
2. 10. 2 Peers as Role Models for Themselves and to Others	81
<b>2. 11 Ethics of Duty and Liberal Education Starts with Commitment</b>	<b>82</b>
<b>2. 12 Conclusions: What Is And Should Be the Philosophy of Higher Education in Media and Promotion in the 21<sup>st</sup> Century</b>	<b>85</b>
2. 12. 1 Higher Education in Media and Promotion for the Sake of Students' Professional Development	85

2. 12. 2 Higher Education in Media and Promotion for the Sake of Students' Personal Development	86
2. 12. 3 Higher Education in Media and Promotion for the Sake of Society	87
<b>2. 13 Conclusion of Practical Part</b>	<b>88</b>
<b>CHAPTER 3</b>	<b>89</b>
<b>PROJECT PART</b>	<b>89</b>
<b>3. 1 Introduction</b>	<b>90</b>
<b>3. 2 New Cross-Cultural Philosophy of Media and Promotional Studies</b>	<b>91</b>
<b>3. 3 Step by Step Towards Practical Application of the Philosophy</b>	<b>92</b>
<b>3. 4 Further Recommendations for the Institutions Under the Study</b>	<b>95</b>
3. 4. 1 New Philosophy as Institutions' USP and PR	95
3. 4. 2 Implementation of the Philosophy	96
<b>3. 5 Conclusion of the Project Part</b>	<b>97</b>
<b>CONCLUSION</b>	<b>98</b>
<b>REFERENCES</b>	<b>100</b>
<b>APPENDICES</b>	<b>111</b>

# Introduction

I believe that education, therefore, is a process of living  
and not a preparation for future living.

John Dewey (1897)

High-quality education has always been perceived as a base for the well-being of societies and states. Nowadays, when a substantial part of life is being spent in educational settings, the question of ideal purpose and forms of education appears to be even more crucial. Those who are lucky enough to continue studying all the way up to master's level live one third of their lives, generally said, in formal educational systems. Higher education alone has taken the author of the thesis five years of studying for one bachelor and two masters' degrees in media and promotion which has required more than 700 days of her presence at three different institutions situated in three countries. Each year she has dedicated around 2,600 hours to studying, reading, researching, project organising, group working, presenting, and writing. Seeing herself devoting a young life to studies, she naturally had to ask why is she doing this and what is this giving her. It led to the curiosity of what the purpose of higher education in media and promotion actually is.

Since no literature deals specifically with this topic, the author decided to explore in this first chapter what the purpose of media and promotional studies is believed to be and subsequently to consider what the mission should be. In order to reach this aim, a review of higher education philosophies is appropriate because it provides a reasonable starting point as well as an inspiration for final conclusions. General philosophies are then first compared to what is known about the purpose of journalism and advertising university courses, and subsequently newer related courses such as media and promotional studies, established in the 20<sup>th</sup> century. However, as education ought to never stand outside of the present situation in society, the author reflects on the role of media and promotion in the 21<sup>st</sup> century and asks if the current philosophy of media and promotional studies

correspondents to the needs of today's students and the world in which they live and work.

Concrete elements of the proposed philosophy are pinpointed as worth primary research. For example, to what extent current media and promotional courses balance the focus on students' personal and professional development, how fresh graduates evaluate the contribution of higher education in media and promotion to their lives, and what additional role in the whole process educators could play. The second chapter describes how the participant observations in higher education environments and interviews with graduates and a small number of lecturers were carried out in the Czech Republic, France, the United Kingdom and Austria with students and teachers from 32 countries and 5 continents. The cross-cultural study provides interesting findings that are analysed and compared to the theory developed in the first part of the thesis.

Based on general ideas explored in the theoretical section and more concrete and practical findings from the practical part, the author proposes an updated and innovative philosophy of media and promotional studies in the final part of the project. The philosophy represents a cluster of ideas that could be applied to higher education in media and promotion and related courses by various educational institutions around the globe. Even though the philosophical approach implies a visionary nature of the project, the author clarifies it with more practical step-by-step recommendations that might guide educational practice when adopting the philosophy.

The overall aspiration of the author is to create a piece of work that could provoke today's universities, colleges, and schools teaching media and promotional studies into questioning their role and seeing if they are fully using their potential to be a positive element in students' lives and society.

# Chapter 1

## Theoretical and Methodological Part



## 1. 1 Introduction

The theoretical and methodological chapter provides a background to the topic and the rationale of the project's importance, followed by the research aim, objectives, nature and scope of the primary research.

The author first explains what is meant by *media and promotional studies* and *philosophy*, which results in the explanation of a concept *the philosophy of media and promotional studies*. The literature review that follows, aims to summarise the general evolution of the philosophy of higher education from Ancient times to the Industrial Revolution and critically evaluate its influence on the first schools of journalism and advertising and those fields of media and promotional studies that came after. The author continues with discussing a need for liberal education in today's higher education, specifically in general and higher education in media and promotional studies. By pointing out that the philosophy of liberal education should be taken into account for the sake of a students' personal development as well as for the sake of the society, the literature review deals with the question of ethical and moral education and how it might be taught by university teachers. The theoretical part concludes with the summary of literature review. The conclusion stresses the importance and value of primary research thereby focusing on the philosophy of media and promotional studies which results in the research aim and objectives.

The methodological part of the chapter specifies why a qualitative approach, case study as methodology, and observation and interviewing as research methods are the most appropriate in reaching the research aim and objectives. Subsequently, the investigator theoretically explains the primary research process starting with the strategy of grounded theory for collecting and analysing data. The possibility of making the findings generalised is briefly discussed as well as considering the ethical and legal issues. At the end, the conclusion of the methodological part directs the reader to the second chapter which is the practical part.

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## THEORETICAL PART

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### 1. 2 Media and Promotional Studies

Common academic practice demands starting with definitions, however, *media* and *promotion* have a countless number of definitions and different terminologies (Fill, 2009). Since they are closely connected to fast technological innovations, every definition gets easily outdated and thus becomes debatable (Richards and Curran, 2002). The plurality of definitions also means there are extensive higher educational courses around the world related to these branches. For example, studies of multimedia, digital media, broadcasting, production, design, journalism, narratives, film, photography, advertising, marketing communications, public relations, branding, and others (Dickson, 2000). That is, however, the reason why the author has chosen these terms. These terms give a potential space for the research findings and thesis' conclusions to be applied to various higher education courses connected to media or promotion. By the word *studies*, the author refers to formal higher education that takes place at university settings, colleges, or schools providing undergraduate and masters courses (Dickson, 2000).

### 1. 3 Philosophy and the Philosophy of Education

One way of answering the question 'what is philosophy' is to simply open a dictionary (Standish, 2010). For instance, Oxford Dictionary (2000, p. 872) gives the following definitions:

- [1] The study of nature and meaning of the universe and of human life
- [2] A particular set of system of beliefs resulting from the search for knowledge about life and the universe
- [3] A set of beliefs or an attitude to life that guides somebody's behaviour

Cambridge Dictionary (online) ads:

- [4] The philosophy of something; a group of theories and ideas related to the understanding of a particular subject; *the philosophy of education*

The fourth possible definition of *philosophy* could be seen as an appropriate explanation for the question ‘what is the philosophy of education?’ and thus serves as an ideal introduction to the topic. However, even though definitions bring the basic understanding of the terms, they do not capture the real nature of philosophy in general and the philosophy of media and promotional studies in particular. In fact, the most significant essence of philosophy is couched already in the word itself which originates from the Greek word *philosophia*, which means ‘the love of wisdom’ (Perseus Digital Library, online).

Pursuant to Socrates’ ‘I know I know nothing’, being wise comes along with curiosity and doubts<sup>1</sup>. Education has such an important role in one’s life that it is not surprising that it has been the focus of great interest for thousands of years (Zezulkova 2011 cites Phillips 2008). Many influential thinkers of their time (e.g. Aristotle, Aquinas, Dewey, Hegel, Kierkegaard, Locke, Peirce, Plato) have tried to answer questions about the nature, purpose and ideal forms of education (Zezulkova 2011 cites Vacinova 2009). As Kant (cited by Bailey 2010, p. 1) claims, ‘it is not possible to learn philosophy, it is only possible to learn how to philosophise’. Consequently, rather than searching for the definitions of philosophy, it stands to reason to ask why philosophise about education.

Standish (2010) and Pring (2010) agree that the philosophical approach in education is unavoidable, because as Gutek (2009, p. 7) explains, ‘decision making in curricular matters not only determines what is included and what is excluded from the school’s curriculum, but also rests on assumptions about the nature of the universe, of human beings, of society, and of good life’. Moreover, he adds that ‘theory without practice is insufficient, practice unguided by theory is aimless’ (p. 3). This opinion is in agreement with Arcilla’s (2002) article called ‘Why aren’t philosophers and educators speaking to each other?’ stressing that greater communication would be beneficial for both philosophers and educators. Standish (2010) adds that thinking philosophically can bring about the notions of possible effects of current educational systems together with ideas of what the purposes of education should be. He says ‘it is difficult to criticise the way

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<sup>1</sup> *Author’s Comment:* National Geography’s commercial (2009) has nicely pictured the general nature of philosophy. Their promotional message has been based on the assumption that every human being should live curiously because those who ask they think and those who think they are alive. In other words, every one should philosophise. See CD1 Bonus 1.

things are without some sense of how they ought to be' (p. 7). This explains the importance of philosophising media and promotional studies and consequently implies an application of the philosophical approach in the thesis.

## 1.4 Introduction to the Philosophy of Media and Promotional Studies

Therefore the theoretical part aims to discuss the philosophical question of what the purpose of higher education in media and promotion theoretically is and ideally should be. With regards to that, the author starts with the longstanding question about the original purpose of higher education as well as of the earliest universities. Subsequently, she compares these ideas with the aims of the first university courses in journalism and advertising and asks if the original philosophy of those antecedents of today's media and promotional studies is suitable for the 21<sup>st</sup> century.

## 1.5 Ancient Liberal Education

The main purpose of higher education originated in ancient Athens and Rome (Appendix 1) It was the intellectual and spiritual education of future leaders and guardians (Guttek, 2009, 2011), who, as Plato wrote, 'will then lead others to the light' by ruling the imaginary state (ca. 380 BC in Curren 2007, p. 21). Plato, Aristotle and the countless numbers of following philosophers have believed that the cultivation of man, and the cultivation of leaders through higher education is a vital part of society and democracy, because 'the end of the best man and of the best constitution must be the same, [thus] the neglect of education does harm to the constitution' (Aristotle, in Curren 2007, p. 78). Therefore rather than focusing only on the specific field of study, Ancient higher education aimed to empower students with broad knowledge and transferable skills through teaching *liberal arts* (grammar, literature, rhetoric, poetry, philosophy, mathematics, and music; see Appendix 2) as well as to form *ethical behaviour* and *aesthetic dimension* of good life (Association of American Colleges and Universities, online). As Aristotle claimed, it enabled students to act freely and within the full capacity

of their body, mind, and soul (Kimball, 1996). Consequently, liberal education cultivated public taste and the style of life in general (Guttek, 2011).

### 1. 5. 1 Ethics and Aesthetics

While studying ethics and aesthetics, students were being enhanced with moral reasoning, values, ethics and civic engagement (Axelord, Anisef and Lin, 2001). It was believed that it brings the highest good to both the individual person and society. As Plato wrote in *Republic* (ca. 380 BC in Curren 2007, p. 21 - 22):

‘Education is not what some people declare it to be, namely, putting knowledge into souls that lack it, like putting sight into blind eyes... Education takes for granted that sight is there but that it is not turned the right way or looking where it ought to look, and it tries to redirect it appropriately.’

Because as Hart (1971, p. 29) explains:

‘Whole life moves between attraction and repulsion... we prefer one thing to another, we shift our attention from one event to another, we praise one behaviour and condemn another, we like and dislike, and whenever we do it we value’.

That is why Aristotle believed that besides the cultivation of the mind and one’s intellect, higher education should focus on what is liberal and noble such as morality and aesthetics. He wrote in his *Politics* (in Curren, 2010, p. 79, 81) that:

‘There is clearly nothing which we are so much concerned to acquire and to cultivate as the power of forming right judgments, and of taking delight in good dispositions and noble actions... and be judges and performs... of the beauty of the human form’.

### 1. 5. 2 Conclusion

In summary, the teaching of *liberal arts*, extending broad knowledge and skills, *ethics*, centered on moral values, and aesthetics, developing taste and an appreciation for what is beautiful by promoting, and *aesthetic*, studying of values in the realm of art and beauty (Honderich, 1995), were the basis for the first forms of higher education focusing on the preparation of state leaders.

## 1. 6 Medieval Times and the Nature of Earliest Universities

Ancient heritage of liberal education influenced the nature of the first formal higher education that took place at universities established in medieval times (Appendix 3) such as the University of Bologna (1088) and the University of Paris (ca. 1150, today's Sorbonne). Although universities formed later on specialised faculties of law, medicine, theology, liberal arts and eventually of natural science, all of them put stress also on the philosophy and the moral education of their students (Burstyn, 1996). Hence the purpose of medieval universities was to produce a noble person and a noble practitioner in one. Universities were highly selective until the 19<sup>th</sup> century when university provision began to be extended and the idea of higher education significantly changed (Wallace, 2008).

## 1. 7 The Industrial Revolution and Birth of Utilitarian Education

### 1. 7. 1 From Liberal to Utilitarian Education

The idea of liberal education dominated in the majority of universities until the late 18<sup>th</sup> century when people's ways of thinking changed due to the Industrial Revolution (Appendix 4) and its consequences. As Fitzgerald (1993, p. 105) explains, 'the dramatic revising by the new industrialist was to see everything as tools or instruments to be put in

sense of use'. Business started to demand more practical training, thus universities were transformed into being a tool for producing skilful citizens and educated practitioners (Burstyn, 1996). The 'old school system' of liberal education became a target of extensive criticism. Among other critics were business magnate Andrew Carnegie who said (cited by historian Christopher Lucas, 1994, p. 144 – 145):

‘While the college student has been learning a little about... the far-distance past, or trying to master languages which are dead, such knowledge seems adapted for life upon another planet than this as far as business affairs are concerned, the future captain of industry is hotly engaged in the school of experience, obtaining the very knowledge required for his future triumphs. College education as it exists is fatal to success in that domain.’

### 1. 7. 2 The Philosophy of Utilitarian Education

As a result, utilitarian education focusing on vocational knowledge and skills was the mind-set of most universities which prepared students for future jobs and a world of work. The number of universities and new programmes radically increased worldwide, especially those teaching science and engineering. Ross and Richards (2008, p. 4) clarify that ‘the increasing popularity of scientific education was one of the driving forces behind curricular alterations, as was the emergence of graduate programmes, which led to greater specialisation’. As a necessity, universities limited their space for curiosity and critical thinking and narrowed their curriculum to useful facts. Charles Dickens reflected on educational philosophy of those times in his novel *Hard Times – For These Times* (1854, p. 6):

‘Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them’.

### 1. 7. 3 Accessibility of Higher Education to Wider Public

Another change parallel to the general reforms was the accessibility of university education to the masses. Thanks to classical utilitarians such as Jeremy Bentham (1748 – 1832) and John Stuart Mill (1806 – 1873), educational policies had been reformed towards coequality between different social classes and genders (Palmer, 2010). As Mill wrote in the essay *The Subjection of Women* (1869, p. 111):

‘What, in unenlightened societies, colour, race, religion, or in the case of a conquered country, nationality, are to some men, sex is to all women; a peremptory exclusion from almost all honourable occupations, but either such as cannot be fulfilled by others, or such as those others do not think worthy of their acceptance’.

### 1. 7. 4 Pillars of Media and Promotional studies

Soon after the adaptation of the utilitarian philosophy in higher education, the first university courses for current media and promotional courses were established. Influenced by utilitarian philosophy, US universities shifted to a more professional direction of higher education and introduced new professional specialisations. Among them, Journalism and Advertising were the main pillars of modern media and promotional education.

## 1. 8 Media and Promotional Studies in the Spirit of Utilitarian Education

### 1. 8. 1 Long Fight for Education in Journalism

Philadelphian journalist John Fenno expressed the opinion that newspapers could benefit from college-educated editors in 1779 (Dickson, 1999), however, it was not until the late 1800s that the education of journalists was taken seriously (Ross and Richards, 2008).



General Robert Lee introduced a 'practical and theoretical School of Journalism' as a part of Washington College in 1869 (O'Dell, 1935). General Lee saw journalism as *an instrument* in rebuilding American society after the Civil War (ibid.). However, the idea was highly criticized by the newspaper industry. For instance, editor Henry Watterson (1875, cited by Dennis, 1996, p. 128) stated that 'there is but one school of journalism and that is a well-conducted newspaper office'. With the death of Lee and constant criticism, the school of journalism died in less than ten years (Ross and Richards, 2008).

Defence of it, however, came from Eugene Camp in 1888 who called for university-level education in journalism and argued that 'journalism is a trade and it ought to be a profession' which can be advanced only by education (O'Dell, 1935, p. 40). Slowly more and more universities around the USA were offering journalistic units, when finally in 1893 The Wharton School of Business developed a comprehensive curriculum for journalism (Ross and Richards, 2008).

### 1. 8. 2 The Rapid Adoption of Advertising Education

While advertising first emerged as a topic within marketing courses (Hileman and Ross, 1969), the real beginnings of advertising as a topic of academic exploration at university level are found in psychology and connected above all to the name Walter Dill Scott (Lynch, 1968). Professor Scott, the director of the Psychological Laboratory at Northwestern University, delivered a revolutionary speech called 'The Psychology of Involuntary Attention as Applied to Advertising' (December, 1901) in which he expressed the idea of advertising as a science in its own right (Schultze, 1982). The address captivated many advertising professionals and received a positive response, which motivated Scott to conduct research in the psychology of advertising (Ross and Richards, 2008).

The research resulted in the book 'The Theory and Practice of Advertising' (1903). Professor Scott opened the first true university advertising class in 1904. He also published another book 'The Psychology of Advertising' in 1908 that served as a textbook, and he was awarded the title 'Professor of Advertising' (the very first professor with advertising in the title) in 1909. Thus Scott can be considered as the true 'father of

advertising education’, and subsequently of promotional studies. Later, in 1910, The Wharton School at the University of Pennsylvania, the University of Washington, and Iowa State University introduced their first full advertising courses (Ross and Richards, 2008).

Ross and Richards (2008) claim that the reason why advertising as an academic field was accepted much faster than journalism was because of the support from the advertising industry representatives who assumed that:

‘Formal education could lead to a body of scientific principles for advertising... [which] would make advertising less subjective, more effective, and at the same time give it a more respectable reputation’.  
(p. 15)

As Earnest Calkins (1905, quoted by Schultze, 1982), the president of Calkins and Holden Advertising Agency, believed:

‘Advertising can be taught... I fully believe that the time will come when there will be a fully-equipped advertising schools and this school will teach advertising as other professional schools now teach other professions.’

### 1. 8. 3 Philosophy Behind

These new academic fields did not occur in isolation, but within the social situation and general changes of higher education. They were consistent with the spreading utilitarian education; therefore the main purpose was to produce educated and skilful practitioners. Even though advertising education originated in the realm of scientific research, it was supported and approved thanks to its relevance to advertising practice. The utilitarian education of journalism was the foundation for newly instituted specialisations such as film studies (Moscow Film School in 1919) and media studies (University of Illinois in 1947) (Dickson, 1999). Similarly, the later advertising courses, together with their

extension to public relations and marketing communications, (Dickson, 1999), maintained the original utilitarian philosophy (Blanchard and Christ, 1993).

## 1. 9 Call for a Balance Between Utilitarian and Liberal Education

### 1. 9. 1 Criticism of Purely Utilitarian Education

One of the main critics of solely practical higher education since its early beginnings was German Philosopher Friedrich Nietzsche. He stated in his book called 'Human, all too human: The book for free soul' (1878), that the true objectives of higher education, to lift culture to a higher level, was disappearing. Hence Nietzsche was in favour of liberal education and the cluster of its ideals as a way of returning to the original purpose of higher education in one's life and in society.

The solution was brought by British educator John Henry Newman. He suggested in his famous work 'The Idea of a University' (1873) that higher education should promote non-hierarchical differentiation between the utilitarian and liberal education, because 'no-one can deny that commerce and the professions afford scope for the highest and most diversified powers of mind' (p. 100), both of which should be perceived to belong in some measure within the university, explains Burstyn (1996).

In the same way as Nietzsche and Newman, currently one of the most internationally recognised proponents of liberal higher education Elizabeth Coleman (USA) said during her speech for TED in February 2009 (DVD1 Video 1):

'Liberal arts [are] the most compelling model because of its historic commitment to furthering its student's broadest intellectual and deepest ethical potential... Expertise has for sure had its moments. But the price of its dominance is enormous... Questions such as 'what kind of a world are we making', 'what kind of a world should we be making',

‘what kind of world can we be making’, are treated with more and more scepticism and move off the table.’

### 1. 9. 2 The Place for Liberal Education in the 21<sup>st</sup> Century

The latest publications, research, and conference papers draw attention to universities’ neglect of their students’ inner development (Chickering, Dalton, and Stamm, 2006); this, according to liberal education, is the key for man’s individual as well as public well-being. The issue has been researched for many years by the Higher Education Research Institute (HERI) operating within the University of California (UCLA). HERI (Franke et. al, 2010, p. 5) refers *inner development* to ‘the sphere of values and beliefs, emotional maturity, self-understanding, and spirituality’. By spirituality they mean ‘how students make meaning of their education and their lives, how they develop a sense of purpose, and the value and belief of dilemmas that they experience’.

Teacher and respected writer Parker Palmer and Professor Arthur Zajonc reflect in their book ‘The Heart of Higher Education: Call to Renewal’ (2010) on HERI’s 2005 survey conducted by Alexander and Helen Astin. The research that included 112,232 students newly entering 236 colleges<sup>2</sup> has discovered that (Palmer and Zajonc, 2010, p. 117, paraphrase Astin and Astin, 2005):

‘College students have high expectations for the role their institutions will play in their emotional and spiritual development... More than two thirds (69%) consider it ‘essential’ or ‘very important’ that their college enhances their self-understanding and a similar proportion (67%) rate highly the role they want their college to play in developing their personal values. Nearly half (48%) also say it is ‘essential’ or ‘very important’ that colleges encourage their personal expression of spirituality.’

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<sup>2</sup> College is US American term for universities offering undergraduate/bachelor degrees.

Despite the expectations of students, HERI's most recent survey with 24,457 recent graduates from 111 US colleges published in 2009, has shown a low shift in respondents' self-concept and life goals over the course of college. See tables 1 and 2 below.

Table 1 Changes in Students' Self-Concept (Franke et al., 2010, p. 29)

Percent of students rating themselves "above average" or "in the highest 10%" relative to their peers:	At college entry (TFS)	At end of college (CSS)	Change
Self-understanding	56.8	69.0	12.2
Computer skills	34.2	45.6	11.4
Writing ability	55.2	66.2	11.0
Public speaking ability	42.0	51.3	9.3
Self-confidence (social)	49.7	55.1	5.4
Self-confidence (intellectual)	64.3	68.5	4.3
Artistic ability	27.5	31.8	4.3
Understanding of others	68.9	73.0	4.1
Creativity	56.7	60.5	3.8
Leadership ability	66.5	70.2	3.7
Cooperativeness	77.5	79.6	2.1
Academic ability	82.0	80.6	-1.4
Emotional health	57.8	56.2	-1.6
Drive to achieve	81.9	79.9	-1.9
Physical health	59.2	54.2	-5.0
Mathematical ability	52.6	44.7	-7.9

Table 2 Changes in Life Goals (Franke et. al., 2010, p. 32)

Percent of students reporting that the following are "essential" or "very important" to them:	At college entry (TFS)	At end of college (CSS)	Change
Becoming involved in programs to clean up the environment	19.9	30.2	10.3
Keeping up to date with political affairs	43.4	51.9	8.5
Influencing social values	41.9	50.2	8.4
Developing a meaningful philosophy of life	50.7	58.8	8.1
Helping others who are in difficulty	70.0	76.6	6.6
Participating in a community action program	29.8	36.0	6.2
Having administrative responsibility for the work of others	36.7	42.7	6.0
Creating artistic work (painting, sculpture, decorating, etc.)	13.2	18.8	5.6
Improving my understanding of other countries and cultures	57.5	62.0	4.5
Writing original works (poems, novels, short stories, etc.)	13.8	18.2	4.4
Obtaining recognition from my colleagues for contributions to my special field	51.3	55.6	4.2
Becoming a community leader	38.3	42.5	4.2
Helping to promote racial understanding	32.2	35.5	3.4
Integrating spirituality into my life	48.3	51.4	3.1
Influencing the political structure	20.6	23.5	3.0
Becoming an authority in my field	58.4	61.2	2.9
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	14.4	16.3	1.9
Raising a family	78.5	80.4	1.9
Making a theoretical contribution to science	16.7	17.0	0.3
Becoming successful in a business of my own	36.2	35.2	-1.0
Being very well off financially	67.2	59.9	-7.3

The report found that only self-understanding and self-confidence from the beginning of the freshman year to the end of senior year increased more than 6% and ‘only eight of the twenty-one goals on both surveys saw a difference of six percentage or more in proportion of students rating them as *very important* or *essential*’ (p. 31). The largest differences were observed for the goals concerning social responsibility (clean up the environment, influencing social values, help others who are in difficulty), civic engagement (keeping up with political affairs, participating in a community action program), and personal enlightenment (developing a meaningful philosophy of life).

The author of the thesis points out that surveys have shown that higher education has the potential to influence students’ personal development because they on their own seek enhancement and empowerment; however, universities do not deal with these opportunities appropriately as the change is actually low at the end. Moreover, the research from 2009 found that the experience of studying at the university had a positive impact on students’ social and political awareness, which are important for a healthy society. However, the fact there was little increase here is significant. To tackle these two shortcomings of today’s universities, Palmer and Zajonc (2010), and Braskamp, Trautvetter and Ward (2006) suggest that the philosophy and practice of higher education should address the student as a whole, as it is characteristic for liberal education.

## 1. 10 Rethinking the Philosophy of Media and Promotional Studies

### 1. 10. 1 Being a Practitioner in Media and Promotion in the 21<sup>st</sup> Century

The fathers of utilitarian advertising and journalistic educations could have never predicted the political and social power that media and promotion has gained during the last century. Nowadays, media and promotion have been commonly connected with various social, cultural, economic, political and environmental issues (Zezulkova, 2010). Some examples include: political propaganda (McQuail, 2010); over consumption and material possessions (Achenreiner, 1997); irrational and emotional consumption caused

by social (such as image) rather than economic motives (Dittmar, 2004; Klein, 2000; Milner, 2004); global warming (Rutherford and Browman, 2009); increasing obesity levels (WHO 2008); and children becoming older at younger age (Media Education Foundation, 2009).

However, media and promotion have the potential to lead society also towards a positive change. As Bill Bernbach, the legendary founder of advertising agency DDB famously put it (cited by Keith Reinhard, online):

‘All of us who professionally use the media are the shapers of society. We can vulgarize that society. We can brutalize it. Or we can help lift it onto a higher level.’

As Coleman (2009) points out in the speech:

‘The power of technology emerges with special intensity but so does the importance of content. The more powerful our reach, the more important the question ‘about what?’.’

Hence similarly to higher education in general (described in the section 1. 9) - that while taking for granted the utilitarian philosophy as an integral part of today’s higher education - a need for liberal education in media and promotion has emerged.

## 1. 10. 2 Liberal Education of Media and Promotional Students

One of the first to point out the benefit of liberal education for media and promotion students was Philip Ward Burton, a pioneer in tracking and predicting advertising effectiveness (Hirons, online). He wrote (1955, p. 15):

‘Since [it] requires so many facets of knowledge, no one can ever tell in advance just which subject will ultimately prove most valuable to him. For this reason, a wide liberal arts background is desirable in addition to specialised background.’

Associate professors Chandler and John Davis (2011) reacted to Burton's claim:

‘If this was true in 1955, how much more so now with the advent of digital, online, and social media.’

The idea is also comparable to the beliefs of Professor Billy Ross and Jef Richards, authors of the book ‘A century of Advertising Education’ (2008), who state that education has the potential to help students look beyond the working world. They claim that education in media and advertising done well can train students' thinking at the same level as knowledge. That is why, according to Ross and Richards (2008), the benefits of liberal education are recognised among media and promotion practitioners nowadays (p. 338 – 339):

‘While practitioners extol the benefits of practical training, they also hail the need for a liberal arts education.’

### 1. 10. 3 Liberal Arts in Curriculums

Even though liberal arts include a number of various subjects, the literature dealing with higher education in media and promotion concentrates exclusively on the ethical education of students (probably due to similar reasons identified in section 1. 10. 1). The latest and the most revolutionary call for a derogation from a tradition of utilitarian education in ethics of media and promotional studies is professor Clifford Christians' article ‘Utilitarianism in Media Ethics and Its Discontents’ (2007). The following paragraphs discuss and compare his idea with other notable opinions on ethical and moral education.



## 1. 11 Ethical and Moral Education of Media and Promotional Students

### 1. 11. 1 Ethics of Consequences

According to Christians' article (2007), students of media and promotion have been taught that the right or wrongness of their professional decisions is determined by predictable future consequences. However, he stresses that utilitarianism has been unable to address many complicated problems adequately. He explains that dramatic technological innovations have taken place and that 'results are frequently complicated and intertwined so that a theory staking itself on results often does not provide adequate guidelines for morally acceptable action' (p. 120).

The author of the thesis believes that drawing on a practical example of Christian's theory will help the reader to better understand. For instance, a Spanish television advertising campaign promoting sanitary pads *Ausonia* (DVD1 Video 2) from 2008 could serve this purpose. The promotional story is about mother who drives her son to a party. He is afraid to go because there will be a girl that he likes but he is ashamed of his braces. The mother gives him advice not to smile but he argues that it is impossible because 'it is a party'. Then she tells him to go to the girl and give her a big smile. He laughs and leaves the car. The final claim says: 'Self-confidence, is there is anything more valuable? Ausonia. Very confident. Very woman'.

Events that followed the broadcasting of the TV spot were impossible to predict. It could be considered as unethical to make fun of people with braces; nevertheless, what the creators could not predict was the impact which it had on the actor's life. An insulting story line, the childish way in which the main character said 'Es una fiesta' together with the nature of the product caused countless numbers of parodies on YouTube, comments, blogs, and Facebook pages. The online fun carried over to the offline bullying and in the end, the actor had to move out of Spain.

## 1. 11. 2 Ethics of Duty

Christians (2007) therefore advises that communication ethics should be rooted in moral commitments of individuals to society, named as 'an ethics of duty'. He explains that a complex view of moral judgments embedded with duty towards the society is a more compelling means of moral decision making for the media professions. It is in agreement with John Locke's opinion that the most effective way for general welfare to prosper is through the freedom to develop one's personal and moral reasoning, thus the form of knowledge sufficient for making a sound moral judgments (Smith, 2010).

Sir David Ross (1930) supports the idea by stating that when someone fulfils a promise he does so with no thought of its total consequences, what makes him think it is right to act in a certain way is the fact that he has promised himself or herself to do so. Moral commitments once taken will then guide one's moral actions in both personal and professional life (Plaisance, 2011). Dyck (1977, p. 60) clarifies that in an ethics of consequences 'only the future counts with respect to what is morally significant'. Christians (2007, p. 121) argues that 'if I made a promise in the past, this moral duty would be the most urgent in the present... duty does not wait until the jury of effects is in'.

The author of the thesis brings about the practical example of the ethics of duty which is a Slovak online campaign for the health insurance company Dovera from 2011 (DVD1 Video 3). While promoting brand image, Dovera wanted to bring something valuable to society. Their agency, Zaraguza Digital, decided to find a way to increase a number of donors and to make donating in emergency cases more effective (Zaraguza, online). Thus the agency created a tool for potential blood donors, a Facebook fun page entitled 'My blood Group', thanks to which people started being more interested in blood donation. The Facebook group had 10,000 members who were potential blood donors just in seven days (Zlaty Klinec, online). Red Cross joined Dovera and My Blood Group has changed from a fun page to an effective tool for finding required donors in time. In just two days the campaign saved the life of girl two years old (Zlaty Klinec, online).

### 1. 11. 3 Recommendation

Therefore Christians suggests that students should be, for their own sake and for the sake of society, encouraged by their teachers to question their previous and current moral values and subsequently encourage them to improve their value systems and commitments, which would then guide their personal and professional decisions. This identifies another important element of liberal education which is *an educator* (Guttek, 2009).

## 1. 12 Being an Influential Educator

### 1. 12. 1 Issue

Palmer and Zajonc (2010, p. 118) emphasise HERI's study of the professoriate (2006) informing that university 'professors agree with students concerning the high importance of values, meaning, and purpose in life, and they report that they personally cultivate them, but the role these should play in their teaching is unclear'. The authors conclude that though student interest and expectation around spirituality are high, the academy is unsure of how to respond' (ibidem.). It is in agreement with Coleman's (2009) criticism, saying that 'when the impulse is to change the world, the academy is more likely to engender a learned helplessness than to create a sense of empowerment'.

### 1. 12. 2 Possible Solution

Academics Robert Quinn, Gretchen Spreitzer, and Matthew Brown published an article called 'Changing Others Through Changing Ourselves: The Transformation of Human Systems'<sup>3</sup>. The authors write about adaptive change, saying that if anyone (leader, teacher) wants to change someone (society, students), he or she has to change first. It is

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<sup>3</sup> *Author's Comment:* Although the article is focused on business organisations, the ideas may be adapted to university settings, because Quinn (2004) sees everyone with authority as a leader, thus teachers too.

based on socio-psychological theory of *social learning*<sup>4</sup> that arises as a result of observing and imitating the behaviour of social agents such as parents, peers, teachers, media, or others (Clausen, 1968). The idea of adaptive change was well characterised by Gandhi (cited by Iyer, 1990, p. 182):

‘Instead of bothering with how the whole world may live in the right manner, we should think how we ourselves may do so. If one lives in the right manner, we shall feel that others will also do the same, or we shall discover a way of persuading them to do so by example. ‘

The authors, however, introduce extended theory that assumes that the one (student) who was influenced by the changed leader (teacher) will then change other members of society<sup>5</sup>, which as the author of the thesis states, seems to be highly relevant to the case of future media and promotion practitioners who will dispose with powerful reach. Quinn et al. (2000, p. 148) write:

‘To gain a better understanding of how to make adaptive change, we derive a set of principles that comprise what we call Advanced Changed Theory (ACT). These principles deal with both the change practitioner/leader [teacher] (who changes and empowers the self to be aligned with a vision for the common good) and the change targets/followers [students] (the change person who attracts others to change themselves to achieve the new vision).’

Quinn published two books explaining how to reach the desirable change and how to become an example to others as it was drafted in the article. The first one ‘Change the World: How Ordinary People Can Accomplish Extraordinary Results’ (2000) gives a

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<sup>4</sup> *Author’s Comment:* The nature of social learning, its negative and positive impacts, has been greatly captured by Australian National Association for Prevention of Child Abuse and Neglect’s 2006 promotional video (CD1 Bonus 2).

<sup>5</sup> *Author’s Comment:* The nature of this idea has been uniquely portrayed by writer Catherine Ryan Hyde in the novel ‘Pay It Forward’ (1999) that was transformed to a film by the director Mimi Leder (DVD1 Bonus 3).

detailed description of the separated steps leading towards a transformation that precedes the influencing of others. The author of the thesis states that more compelling to the philosophy of higher education is his second book 'Building The Bridge As You Walk On It: A Guide For Leading Change' (2004).

Quinn starts with the statement saying that he had 'begun to think of leadership not as behaviours and techniques but as a state of being' (p. 1). He claims the state of being can be changed only through true desire that takes form of the commitment. Once a leader has a commitment, she or he will begin a journey that has no end, because in the transformation people never know how to get where they want to and where else it can lead. Therefore he recommends that leaders simply have to build the bridge as they walk on it. As one of Quinn's followers said (Quinn, 2004, p. 17):

'Certainly, there are moments in one's life that force decision making, but with newfound courage and trust because these experiences have a way of building on each other, I find myself in a state of constant change.'

Quinn's view on *commitments* as strong influencers of one's personality and behaviour is similar to Christian's (2007) understanding of *moral commitments* and their significant impact on the decision making of media and promotional students. Those commitments may also refer to *life goals* researched by HERI (Table 2 above). In addition, the concept of commitments can be compared to *inner impulses* introduced by the 20<sup>th</sup> century philosopher and social critic Bertrand Russell who wrote in the 'Unpopular Essays' (1950, cited by Thomas, online):

'The teacher, like the artist, the philosopher and the man of letters, can only perform his work adequately if he feels himself to be an individual directed by an inner impulse, not dominated and fettered by an outside authority.'

### 1. 12. 3 Conclusion

Based on these theories, teachers' too will direct themselves towards a moral and spiritual life. It seems to be more powerful in provoking fundamental questions in students than university management telling teachers how to cultivate students step-by-step and improve their self-concepts and life goals. In the spirit of liberal education this approach would empower both educator and learner and support their personal freedom, while enhancing their moral and civic commitment to society.

## 1. 13 Conclusion of the Literature Review

As public understanding of what is important in life and society changes over time and places, so does the purpose of higher education. Ancient philosophers believing in democracy ruled by government saw the purpose of higher education in cultivating leaders who would take care of freedom and the well-being of the whole of society. The first universities established in medieval times were run mainly by the church, which believed in both lifting a student into a higher state of being and enhancing him with the vocational skills and knowledge of disciplines such as medicine or law. The Industrial Revolution brought a opportunity for the mass production of goods which led to a need for the mass production of practitioners. Universities' goals were to fulfill this emerging demand within society. Students of engineering, business, and later of advertising and journalism, were educated to become great practitioners rather than noble and cultivated members of society. It was not believed that higher education graduates have similar power to those from Ancient or Medieval times.

*Errare humanum est.* It has been proven throughout the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century that business, media, and promotion practitioners are influential members and opinion leaders in society. Moreover the impact of purely utilitarian higher education is visible; more voices are calling for a return of liberal education. From a great number of liberal education principles, the most urgent for higher education in media and promotion is believed to be ethical education aiming to develop a moral person who is not a threat but a beneficial member of society. Unfortunately, the question of how this

could be achieved still remains unanswered. Even if universities rethink their current philosophy and focus on education of the person as a whole, how will this influence educational practice? The author of the thesis discusses the theory of adaptive change as a possible solution that will, however, put a great deal of responsibility on teachers. Moreover, the theory could work only on the condition that teachers have a potential to be perceived by students as authorities or role models. Hence the theoretical and practical contribution of the philosophy of media and promotional studies that balances utilitarian and liberal education is disputable. That is why the author suggests the conducting of primary research in order to address these gaps and opportunities.

## 1. 14 Research Aim and Objectives

### 1. 14. 1 Research Aim

To investigate what is and what should be the philosophy of higher education in media and promotion in the 21<sup>st</sup> century.

### 1. 14. 2 Research Objectives

1. To explore what the higher education institutions believe is their purpose in a student's life and how their philosophy is reflected in their educational practice.
2. To discover the role of higher education in media and promotion in students' professional and personal development.
3. To investigate the current and potential role of teachers in students' professional and personal lives.

**O1:** The first objective searches for differences and similarities between the current philosophy of higher education in media and promotion and the tradition of utilitarian education, as well as the ideals of liberal education. It aims to discover to what extent the

philosophy consistent is with the educational practice. This should lead to a consideration as to whether and how utilitarian and liberal education should be balanced in today's media and promotional studies.

**O2:** Reaching the second objective ought to bring about the understanding of the relationship between the environment and atmosphere of the institutions, the curriculum of media and promotional studies, and students' complex development.

**Q3:** The achievement of the third objective should uncover how the teachers' performances theoretically influence the lives of media and promotion students and provide understanding of if it should be and how it could be the model of adaptive change applied in practice.

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## METHODOLOGICAL PART

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The literature review has raised questions that resulted in the research aim and objectives. The next step is to consider the primary research approach, methodology, methods, strategy, and process appropriate for addressing the research focus (Cohen et al., 2011).

### 1. 15 Methodological Consideration

#### 1. 15. 1 Research Approach

The approach used in the primary research is of qualitative rather than quantitative nature. A quantitative approach emphasizes quantification in the collection and analysis of data (Bryman, 2004). However, in consideration of the research focus and its relevance to education, the qualitative research will provide quality data that will bring a deeper understanding of social settings (higher education institutions) and phenomena occurring within them (Cohen et. al, 2011). The aim and the objectives are based on philosophical principles which suggest that the research is concerned with thoughts expressed by words rather than numbers, which also refers to use of qualitative research (Bryman, 2008). As



the literature and the majority of authors covering the topic originate in the USA and are based on US examples, it is reasonable to conduct the research in a European environment. Since no similar research has been previously conducted, using the qualitative approach has been proven as the best option (Daymon and Holloway, 2002).

### 1. 15. 2 Research Methodology

A case study is chosen as the most appropriate research methodology because it enables the illustration of more general principles by drawing on specific cases (Nisbet and Watt, 1984). It provides a unique example of real people (teachers and students) in real situations (university life) and thus enables the researcher and any future reader to understand the ideas more clearly. Yin (2009, p. 46) introduces four main case study designs:

1. *The single case design* – focus on one unique, critical, or representative case
2. *The embedded, single case design* – more than one unit (e.g. teachers, classes, students) is analysed within a case of one school
3. *The multi-case design* – a comparative case study based on analysis of different sub-cases (schools)
4. *The embedded multiple-case design* – different sub-units are studied in various sub-cases through a range of research methods

Cohen et al. (2011) add Yin's theory by reminding that if sub-cases operate on an international level, or in different countries, or sub-units have a different nationality, it is termed as *cross-cultural multi-case study* or *cross-cultural embedded multi-case study*.

### 1. 15. 3 Research Methods

As Cohen et al. (2011, p. 289) emphasise 'case studies recognise and accept that there are many variables operating in a single case, and, hence, to catch the implications of these variables one usually requires more than one tool for data collection and also many sources of evidence'. In order to understand social reality, social actors' attitudes, beliefs,

and behaviour, the focus has to be put on what the sample thinks and does (Lindsay, 2007; Williams, 2000). The mixture of methods which enable both, is typical of case studies and educational research, and seemed to be ideal for exploring the chosen aim and objectives, are observation and interviewing.

- *Observations*

Systematical observation of people, behaviours, events, routines, artifacts, settings, and so on (Simpson and Tuson, 2003), offers an opportunity to collect ‘live data from naturally occurring social situation’ (Cohen et al., 2011). Making observations the main data collection method demands regular sessions during a longer period (Daymon and Holloway, 2002; Roberts, 2009). Although Adler and Adler (1994) argue that we cannot study the world without being a part of it, Gold’s (1958) classification of the level or researcher involvement is widely apply in research practice (Cohen et al., 2011, p. 457):

1. *The complete participant* – a complete member of the group who is secret observer or who sometimes does not even declare that she or he is a researcher
2. *The participant-as-observer* – a member of a the group who reveals her or his role as observer
3. *The observer-as-participant* – not a member the group, participate only a little or occasionally in special activities
4. *The complete observer* – who only observes and is detached from the group

Brown (2009) and Fetterman (1998) believe that the data gathered throughout participant observations benefit from the possible combining and comparing of data from the *emic* stand point of complete participant as insiders and *etic* perspective of the researcher as an outsider. According to DeMunck and Sobo (1998, p. 43), being the complete participant allows the gathering of ‘rich descriptions of backstage culture’, and as Rees (2003, cited by Roberts, 2009, p. 249) claims it avoids *Hawthorne Effect*, ‘if people know that they are observed they may change their behaviour’.

On the other hand, participant observation may lack of objectivity, thus Kingdon (2005) and Jenkins (2010) recommend boosting trustworthiness of the study by adopting

constant self-awareness and reflexivity which also helps to realise how participants might read the researcher and how she might read them. Jenkins (2010) explains that to increase trustworthiness, the researcher should ask fundamental questions such as ‘Who am I?’ and ‘What are my limitations?’ at the start of research process, note it and keep in the mind during the process.

- *Interviewing*

Observation and interviewing are together a highly effective research tool, because as Kvale (1996) declares, interviews move away from seeing the human as an object and data generated through observation as something external to individuals. He stresses that ideas are present in the term ‘inter’ and ‘view’ and explains that it is about an interchange of views. As simple as it might sound, the truth is that the researcher has to be well prepared; from determining the nature and form of questions, choosing the research environment, to be ready to engage with respondents and react on unexpected course of the interview (Bryman, 2004).

Based on all decisions that anticipate the data collection, the investigator specifies the type of interview that is most suitable to her or his research goals. Yet there are so many types explained by different authors (e.g. Bogdan and Bilken, 1992; Le Compte and Preisille, 1993) it is difficult to make a decision. As a solution, researchers often choose a middle way, the *interview guide approach* (Cohen et al., 2011). Patton (1980, 206) described the approach as follows:

‘Topics and issues to be covered are specified in advance. In outline form, interview decides sequence and working of questions in the course of the interview.’

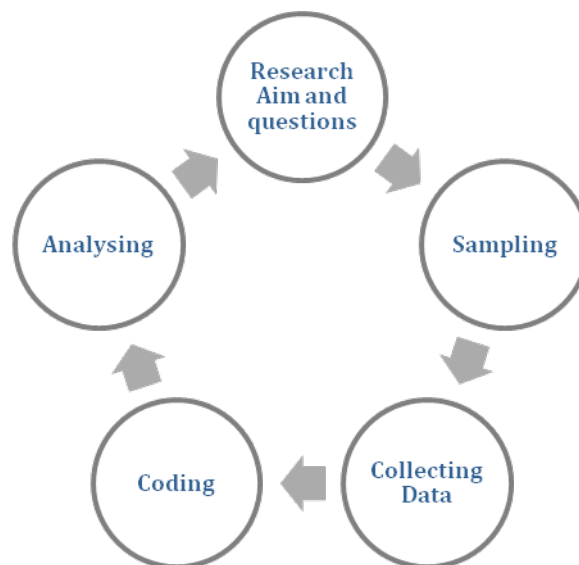
Crabtree and Miller (1994, p. 16) call these type of interviews *semi-structured*, because they are ‘guided, concentrated, focused, and open-ended communication events that are co-created by the investigator and interviewee’. This approach is flexible and thus helps the researcher to reflect on things previously observed, as well as to react on newly emerged topics (Bryman, 2004).

## 1. 16 Research Process

### 1. 16. 1 Research Strategy

Long-term observations and semi-structured interviews indicate the application of *grounded theory* (Figure 1) as a strategy which suggests that data are collected, coded and analysed in tandem ‘repeatedly referring back to each other’ (Bryman 2004, p. 401). Based on *the emerging theory*, the researcher continues with sampling and data collection until no new or relevant data seemed to be emerging, in regard to *the theoretical saturation*, until the understanding of phenomena is well developed in the terms of demonstrating variation and validation (Zezulkova, 2010, cites Bryman, 2004; Strauss and Corbin, 1998).

Figure 1 Author’s visual illustration of the grounded theory



### 1. 16. 2 Research Sampling

Williams (2000) stresses that a researcher must always specify the criteria of sample selection. The nature and the significance of the sample can be decided by Mason’s (2002) *strategic sampling from wider universe*, referring to the sample which is ‘designed to encapsulate a relevant range in relation to the wider universe, but not to represent it

directly' (p. 124). In the grounded theory, the researcher carries out sampling during the entire process of primary data collection that allows the exploration of the theory related to a wider universe (Charmaz, 2006; Glaser and Strauss, 1976; Mason, 1996, 2002). Thanks to this kind of sampling, the investigator can always choose a sample that is useful and meaningful for the actual issue emerged during data collection.

### 1. 16. 3 Data Analysis

*Open coding* is the most typical way of analysing data in grounded theory (Charmaz, 2006). Aiming to identify similarities and differences, component parts of the interview transcripts and the observations' field notes are being recursively compared (ibidem.). Through *thematic analysis* (Parahoo, 2006), the researcher looks for the themes which have a potential to reach the research aim and objectives. The outcome are *concepts* that are summarised and turned into *categories* that are 'elaborated so that it is regarded as representing a real' situation (Bryman, 2004, p. 402). The categories from the researcher's findings should be discussed afterwards and compared with the existing knowledge.

### 1. 16. 4 Generalisation

Bryman (2004, 2008) stresses that it is ambitious to anticipate that findings from the qualitative research conducted with a small sample in a certain locality can be generalised to other settings. However, grounded theory is generally perceived as the most effective method for building a theory, so if the researcher aims to generalise findings to theory rather than populations, then the generalisation is possible (Bryman, 2004; Manson, 2002).

## 1. 17 Ethical and Legal Questions

Every research may bring about health and safety issues, especially when the participants are children or young people (Thomas and O'Kane, 1999). The research should not bring any physical harm to participants nor cause any mental harm such as stress, loss of self-

esteem, and negative influence on the participant's development (Bryman, 2008). Observations should not disturb educational processes and neither participants' private and professional lives (Cohen et al., 2011). All participants must be always treated fairly and with respect (ibidem.). Special attention should be given to the selection and form of questions together with environment and atmosphere of interviews. Lastly, legal issues that may emerge as the research progresses should be kept in mind throughout. Permissions from respondents to record the interviews and to use research findings are necessary (Robson, 2002).

## 1. 18 Conclusion of Methodological Part

As the author points out in the methodological part, there is a gap in the research investigating the philosophy of higher education in media and promotion at European universities. The author uses theoretical knowledge gathered from the social and educational research literature summarised above, to address this gap and to investigate the research aim and objectives. The research procedure and its findings are presented and compared to the literature review in the following chapter.

# Chapter 2

## Practical Part

## 2. 1 Introduction

The literature review in the theoretical part concludes that the theoretical and practical contribution of the philosophy of media and promotional studies that balance utilitarian and liberal education is disputable. Therefore the author suggests conducting primary research whose aim is to investigate what is and what should be the philosophy of higher education in media and promotion held by universities in the 21<sup>st</sup> century. Subsequently, the author defines the research objectives which are ‘to explore what higher education institutions believe is their purpose in students’ lives, to discover the role of higher education in media and promotion in students’ professional and personal development, and to investigate the current and potential role of teachers in students’ professional and personal lives.

The methodological part of the first chapter theoretically proposes the nature and methodology of the research that were then practically used to reach the aim and objectives. Details of the research procedure are described in the beginning of this chapter, starting with the introduction of the research sample and its cross-cultural character, continuing with participant observations and interviews, and closing with data analysis. The second part presents the research findings group in themes (headings):

- Utilitarian Philosophy with Signs of Liberal Education
- Consistency and Contrast Between Philosophy and Educational Practice
- Students’ Demand for Utilitarian and Liberal Higher Education
- The Potential of Advanced Change Theory
- Ethics of Duty and Liberal Education Starts with Commitments

The author simultaneously compares findings to the literature review which leads to the final conclusions that summarise the finding and address the research aim and objectives. The conclusion of practical part guides reader to the last chapter.



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## PRIMARY RESEARCH

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### 2. 2 Cross-Cultural Case Study

#### 2. 2. 1 Cross-Cultural Embedded Multi-Case Study

In consideration of Nisbet's and Watt's (1984) suggestion that the best way on how to illustrate general principles and to make ideas clear is through drawing on specific cases, the researcher has chosen the case of *modern European higher education institutions established less than 25 years ago in which the top media and promotion courses are being taught*. To follow Yin's (2009) definition of case studies, the investigator has opted for *the embedded multi-case design*, because two *main* and two *additional sub-cases* and their sub-units were researched. The *main sub-cases* consist of the Faculty of Multimedia Communication situated in Tomas Bata University (TBU) in the Czech Republic and The Media School of Bournemouth University (BU) in the United Kingdom. The INSEEC Communication and Advertising School Sup De Pub (SDP) in France and the Salzburg Academy on Media and Global Change in Austria represent the *additional sub-cases*.

#### 2. 2. 2 The Faculty of Multimedia Communications, Tomas Bata University

- *University*

Tomas Bata University in Zlín (CD1 Video 4) is constantly growing and dynamically improving higher education institution situated in the East of the Czech Republic. TBU follows the tradition of the Faculty of Technology founded in Zlín back in 1969, however, the university itself was established much later, in January 2001 (TBU, online). Hence the university is truly a university of the 21<sup>st</sup> century. With around 13,500 students (in the 2010/2011 academic year) TBU is considered among the medium-sized universities (Vysokoskolak, online). The university supports all forms of international cooperation, from offering exchange programmes for students and teachers to being a member of various international organizations such as the European University

Association. Graduates are issued the Diploma Supplement and the university has been twice (2010, 2011) awarded the prestigious Diploma Supplement Label by the European Commission, ‘which has raised its reputation among other higher education institutions in Europe’ (TBU, online). Nowadays TBU is comprised of six faculties offering students the option to study 164 different courses in humanities, art, technology, and natural sciences (ibidem.). Students interested in media and communication studies and visual arts attend the Faculty of Multimedia Communications.

- *Faculty*

The Faculty of Multimedia Communications (FMC) was founded in January 2002. The faculty follows the tradition of the Institute of Advertising and Marketing Communications established as a part of the Faculty of Technology in 1997 (FMC UTB, online). The idea for the institution was based on the heritage of Zlín entrepreneur Tomas Bata (1876 – 1932) whose company Bata Shoes was a Czechoslovak pioneer of extensive internal and external communication. Pokluda (online) writes, ‘activities of the Bata institutions [were] ranging from enterprise to social, cultural and public activities’. Hence the main mission of the former institution was ‘to prepare experts working in advertising and communication agencies, in advertising and promotional departments of manufacturing and trade companies, in profit and non-profit organizations, in public administration, culture, arts and sports’ (FMC UTB, online).

FMC consists of eight departments; Animation and Audiovisual Arts, Shoe and Fashion Design, Department of Advertising Photography and Graphic Design, Marketing Communications, 3D and Product Design, Theoretical Studies, Visual Arts, and Communication Agency (FMC UTB, online). The total number of students there is 1,328, out of which 834 students are undergraduates and 494 students are postgraduates, together with 63 academics (ibidem.). Degree programmes at the FMC involve two stages; students first graduate with a bachelor degree (3 years) and then can continue in a follow-up masters programme (2 years).

- *Reputation of Faculty*

FMC students have been recognised for their countless number of successes in national and international media, promotion, marketing, business, and art competitions. For example, fifth year masters students Kateřina Huňová a Hana Kundrátová won Young Lions 2011 in the media category (Marketing and Media, online). It was the first notable success for the Czech Republic in the prestigious Cannes Lions Advertising Festival (France). Students shoot and animate short movies, documentaries, music videos, and advertising that are presented at festivals, appear on TV and in cinemas, such as Martin Juza's bachelor movie *the Luftáci* (DVD1 Video 5). Thanks to its reputation, FMC students often get offers from commercial companies, non-profit organisations, and artists to cooperate on various projects. For instance, Jan Otruba and other FMC students created an official music video (DVD1 Video 6) for the Czech music band *Divokej Bill* (2007).

## 2. 2. 3 The Media School, Bournemouth University

- *University*

Bournemouth University (CD1 Video 7) is modern university located in Bournemouth, in the South of the United Kingdom. Similarly to TBU, BU continuously expands and rapidly gains academic and business recognition; 'we are proud of our traditions and accomplishments and excited by our potential' (BU, online). Its history began in the early 1970s with the creation of the Bournemouth College of Technology, long before BU gained the status of university under the Higher and Further Education Act 1992 (ibidem.). The number of students at BU is 16,868 of which more than 2,000 are international students (2010/2011 academic year). BU is among the first UK higher education institutions where graduates receive a Diploma Supplement (BU, online). The university is divided into six academic schools (faculties) among which the most reputed is the Media School (ibidem.).

- *School*

The Media School (MS) at Bournemouth University offers a wide range of courses in media, journalism, communication, corporate communications and animation (Appendix 5). Full-time BA programmes last for three academic years and MA programmes for one academic year (part-time courses run for twice the time). MS (CD1 Video 8) has currently over 2,600 part-time and full-time students (BU, online).

- *Reputation of School*

The Media School has been assessed as *excellent* by the Quality Assurance Agency<sup>6</sup> (QAA, 2009). BU is proud of their students' achievements in a number of competitions. For instance, student Hamish Anderson's video (CD1 Video 9) won the Best Undergraduate Entertainment Category at the 16<sup>th</sup> Royal Television Society Student Awards (UK) in February 2011. The gold winning story at the 2008 Student Radio Awards was written by MS student Selina Williams. However, MS has gained its reputation worldwide mainly thanks to successful alumni (BU, online). In the United Kingdom, a report published by the National Endowment for Science, Technology and Art has showed that 'nearly 50% of graduates working in the visual effects, film or video games industries' studied at the Media School (BU, online). Across the globe, MS has graduates working for a wide range of organisations (BBC, the Guardian, Misfits, Fantastic Mr Fox, Elle, Heat) and its students have worked on movies such as Harry Potter and the Deathly Hallows, Avatar and How to Train Your Dragon, to name but a few (ibidem.).

The school's research activities have an international reputation for 'delivering high quality funded research projects and publishing in leading national and international journals' (BU, online). For example, MS is home to the UK's only Higher Education Funding Council Centre for *Excellence in Media Practice* (CEMP). The Centre (DVD1

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<sup>6</sup> The Quality Assurance Agency is British 'independent body funded by subscriptions from universities and colleges of higher education' and its responsibility is 'to safeguard the public interest in sound standards of higher education qualifications, and to encourage continuous improvement in the management of the quality of higher education' (QAA, online).

Video 10) aims to influence media practice (through offering innovative postgraduate courses for media professionals) and media education (through projects, research, publications, developing teaching tools, and conferences) (CEMP, online).

## 2. 2. 4 Sup De Pub, INSEEC Group

- *Group of Business and Communications Schools*

INSEEC group (Appendix 6) was founded in 1975 to contribute to the internationalisation of French business and communication studies and it is now one of the leading institutions of higher education in France (INSEEC, 2010, p. 2). It has seven member private schools - INSEEC Business School, ECE, BIWI, MBA INSTITUTE, CEFIRE Paris, Sup de Pub, and Sup Santé which are located in Paris, Lyon, Bordeaux, London, Beijing, and Monaco (INSEEC, online). The group has currently over 10,000 students, 450 permanent professors and lecturers and business associates, 10,000 French and international partner companies, and 200 international academic partnerships with foreign universities and schools, including 50 with double degrees, which makes INSEEC Group a global market of higher education (INSEEC, 2010, p. 2).

- *Communication and Advertising School*

Sup De Pub (SDP) offers a range of English and French taught bachelor and masters programmes in advertising, marketing, media, and communication, and represents one of the leading European schools in these areas (INSEEC, 2010, p. 5). SDP (Appendix 7) was established in 1986 by Bernard Brochand from Havas Euro RSCG (SPD, online). During its existence Sup De Pub has developed connections with major communication agencies, hot shops, and the media throughout France (INSEEC, 2010, p. 6). The curriculum is focused on visual arts and communication during the first two bachelor years, and then onto a specialisation of students' choice in the third year (SDP, online). Masters degrees start with a year of brand strategy and finish with a year of media production, advertising creativity, or international advertising (Figure 2) taught in London and Paris (Figure 3) (INSEEC, online).

Figure 2 Masters Courses (SDP, online)

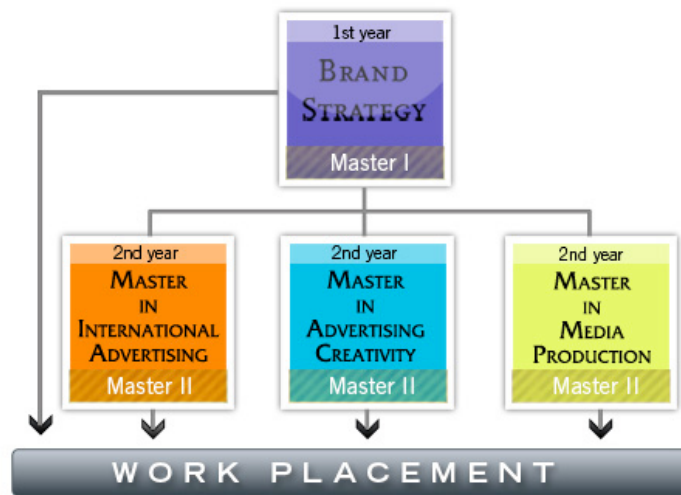


Figure 3 Studying in London and Paris (SDP, online)



- *Reputation*

Like the Media School, Sup De Pub is mainly proud of its graduates working in companies such as Nissan, Audience, Ogilvy, TF1, Draftcb, Ipsos, Wunderman, JC Decaux, BFM, CB News, Strategies, and The World (SDP, online). Among notable alumni are, for instance, Bruno Tallent a former vice-president of TBWA France, Christopher Dane an associate director at Havas Media and Havas Digital, Raphael De Andreis a president of BETC-Euro RSCG, BETC-Euro RSCG, and Georges Mohammed-Chérif a founder of Buzzmann (ibidem).

## 2. 2. 5 The Salzburg Academy on Media and Global Change, The Salzburg Global Seminar

- *Global Seminar*

The Salzburg Global Seminar (DVD1 Video 11) is an independent, non-governmental organization that aims to challenge present and future leaders to solve issues of global concern, it seeks ‘in its faculty, fellows and staff people of the highest intellectual and leadership capacity from around the world and from all sectors of society, and attempts to benefit from their breadth of experience and perspective’ (Salzburg Global, online). Throughout the year, a number of diverse seminars, conferences, training sessions, and academies are organised in Schloss Leopoldskron in Austria, which has been a venue for ‘inspiration and a source of power’ since the 18<sup>th</sup> century (Schloss Leopoldskron, online). The Global Seminar itself has brought thousands of imaginative thinkers from different cultures and institutions together in this during its 64 year history (Salzburg Global, online).

- *Academy*

The Salzburg Academy on Media and Global Change (Appendix 8) has, from 2007 to 2011, brought together over 250 of the best university students from five continents and 50 faculties and deans from 19 universities (Salzburg Academy, online). For three weeks every summer, students and faculty members live together, work and discuss ‘how media can become a positive force for global change’ (ibidem.). The outcome is ‘a global media literacy curriculum of case studies, critical thinking and the analysing of questions, exercises and assignments and lists of resources’ (Appendix) that support media studies and global media literacy across the world (ibidem.).

- *Reputation of the Academy*

The Academy’s work contributes to curriculums of more than 100 higher education institutions which makes it well-known in the academic environment (Salzburg Academy, online). The close cooperation with UNESCO, mainly in an effort to support

freedom of expression, has helped the Academy to gain a global reputation outside of the educational world (ibidem.). Lastly, the Salzburg Academy students and faculty members conduct a piece of research every year, the last of which was entitled ‘Unplugged Study’ and investigated the effects of ‘going 24 hours without media’, and has become the world’s biggest global media experiment (BBC, online).

## 2. 2. 6 Conclusion

Since all institutions operate in an international environment, the teachers and classmates observed and interviewed were from 32 countries all around the world (Figure 4): the United Kingdom, France, The Czech Republic, The Slovak Republic, Spain, Italy, Greece, Romania, Norway, Sweden, Russia, Germany, Austria, Canada, USA, Mexico, Colombia, Bolivia, Venezuela, Argentina, Trinidad and Tobago, Tunisia, Uganda, Angola, India, China, Thailand, Indonesia, Syria, Lebanon, Israel, Australia. This makes this research a truly cross-cultural study, or more accurately, a *cross-cultural embedded multi-case study*, as coined by Cohen et al. (2011) and Yin (2009).

Figure 4 The map of students’, teachers’, and institutions’ home countries





## 2.3 Participant Observations

### 2.3.1 Schedule

Based on the explanations of Daymon and Holloway (2002) and Roberts (2009), the researcher took part in the regular sessions of observations over a longer period of time. The researcher completed a three-year bachelor course in Marketing Communications (FMC, TBU, CZ) of which the third year (September 2008 to June 2009) was a research year. Afterwards, the investigation was carried out while studying for an MA in Advertising and Marketing Communications (MS, BU, UK) from September 2009 to September 2010. However, the research was extended beyond the courses to the whole faculties while working on different projects (e.g. competitions, film and advertisement shooting, organising of events, etc.) with students from other media and promotion courses.

The following observations were conducted while studying as an INSEEC Erasmus student for the masters course in Advertising Creativity (SDP, FR) between October and December 2010. The shorter time for observations in comparison to TBU and BU has made SDP an additional sub-sample. Sup De Pub did not have enough applicants to their English-taught second year masters courses, thus they put students of Advertising Creativity into one class with International Advertising and Media Production students and improved the curriculum so that everyone had to undertake all units.

Since the researcher had decided to collect data, a theoretical saturation was reached and no relevant data seemed to be emerging as such suggested by Bryman (2004) and Strauss and Corbin (1998), hence the last observations were conducted at the Salzburg Academy on Media and Global Change (24 July – 14 August 2011). However, because it focused solely on the ethical and moral education of media and promotional students, the Academy also represents an additional sub-sample. Moreover, the researcher attended the Academy as a representative of the Media School (BU) which, together with the Centre for Excellence in Media Practice, provided a full scholarship, hence it may be considered an extension of the main sub-sample.

### 2. 3. 2 Process

Inspired by Simpson and Tuson (2003) and Cohen et al. (2011), systematical observations of students', teachers', school managements' behaviours, together with naturally occurring social situations between them and the environment they were in, were observed while being fully involved, which implies that the researcher held a position of *the complete participant*. The observations conducted during lectures, seminars, group work, school conferences, workshops, and other similar occasions, concentrated on the understanding of what was happening, why, how, in what role the social actors involved in those situations played, and what the consequences and outcomes were. Being a student herself, the researcher firstly observed the situation from an internal *emic* point of view, reflecting on her own experience, and secondly observed others in order to gain a more objective *etic* perspective on the event. Notes were constantly taken and subsequently combined and compared between one other.

Taking into account Mason's (2002) *strategic sampling from wider universe*, the observer added another relevant range of useful and meaningful sub-units to be observed and analysed. As a result, the content analysis of print and digital university materials was used as an additional source while exploring what the institutions and students believe is the purpose of higher education in media and promotion. The sources for content analysis were available in a variety of written (e.g. promotional brochures, leaflets, study materials, websites, students' works, articles in media) and audiovisual (e.g. promotional videos, videos showed during lectures and seminars, the outputs of student projects) documents. The findings were linked to the observations notes.

### 2. 3. 3 Ethics

Keeping in mind Cohen's et al. (2011) theory that observations should not disturb educational processes, the researcher always behaved as a student at the first place. As the majority of research participants did not know that they were being strategically observed, the author ensured anonymity and did not write about events that could negatively affect the countries, the institutions, or the participants' private and professional lives. The researcher limited data collection only to official events

happening within the educational institutions and she considered solely teachers' and students' statements said publicly during those events.

## 2. 4 Interviews

### 2. 4. 1 Schedule

In reference to grounded theory, once the participant observations were finalised and data analysed, the researcher decided to collect additional data through interviewing between January and June 2011.

### 2. 4. 2 Sub-Units 1: Students

Influenced by HERI's survey (2009) with fresh graduates that provided only quantitative data lacking in a deeper understanding of the graduates' answers, the investigator decided to carry out interviews with media and promotion 2011 graduates. The researcher aimed to interview masters graduates who, in a similar way to the author, had studied both BA and MA courses in media, promotion, or other related fields. This clear specification of the sub-units helped the researcher to gather valuable data about the reasons as to why students apply to bachelor courses in the first instance, why they study similar masters courses, how they compare these academic experiences, and how they reflect back on their personal and professional development. In addition, the objective was to interview those who were already employed or working as interns so they could better evaluate how the skills and knowledge learnt reflects back to what they do in reality. The researcher balanced male and female respondents and ensured cultural diversity. By the end of the sampling procedure, only fifteen graduates appeared to be suitable for the interviewing (Table 3).

Table 3 The List of Interviewed Graduates

Respondent	Institution	Gender	Age	Nationality	Job/Internship
G1	TBU	Male	25	Slovak	Interactive Communication
G2	TBU	Female	24	Slovak	Animation
G3	BA at TBU, MA at BU	Male	25	Czech	Mobile Communication
G4	TBU	Male	24	Czech	Film Production
G5	SDP	Male	24	Colombian/Spanish	Advertising
G6	SDP	Female	23	French	Media Production
G7	SDP	Male	25	Tunisian	Design
G8	BU	Female	24	German	Branding
G9	BU	Male	25	British	Media Analyst
G10	BU	Female	25	Russian	Marketing and Media
G11	BU	Male	24	Indian	Retail Marketing
G12	BU	Female	24	Romanian/German	Media Research
G13	BU	Male	26	British/French	Public Relations
G14	BU	Female	24	Indonesian	Marketing
G15	BU	Female	25	Greek	Marketing Research

#### 2. 4. 3 Process

- *Face-to-Face, Skype and Phone Semi-Structured Interviews*

The interviewer was based in the Centre for Excellence in Media Practice in Bournemouth (UK) during these months, thus she had to arrange different kinds of interviews. She conducted seven face-to-face interviews in Bournemouth and London, seven Skype calls, and one telephone interview. Two pilot interviews anticipated the data collection. During the pilot test the researcher interviewed using a scripted list of questions, although this was found to be inefficient. As a solution, the researcher moved towards an implementation of Cohen's et al. (2011) and Sommer and Quinlan's (2002) *interview guide approach*, described by Crabtree and Miller (1994) as *semi-structured interviews*.

- *Topics and issues to be covered*

The investigator followed Patton's (1980) advice and prepared topics and issues to be covered. General information (age, nationality, BA and MA institution and course names, years of graduation, current status) were already known because they were necessary for the sampling procedure. Hence the topics were:

- Reasons for attending bachelor and masters courses in the chosen subjects
- The most valuable university/school experience/contribution to their lives
- Reflection on knowledge learnt, skills, values, and attitudes in their personal and professional lives
- Level to which expectations were met
- A description of their favourite subject and conversely of their least favourite subject
- A description of someone they thought was a great teacher and, to compare, someone they thought was a bad teacher
- Past and future career and life aspirations
- How powerful he or she feels as a citizen
- How powerful he or she feels as a media or promotion practitioner
- The role of media practitioners in society

- *Additional Data Collection*

*(Online Chats with Su-Units 1 and Interviews with Sub-Units 2: Teachers)*

The interviews continued until new data was revealed, so the length of interviews varied from 23 to 54 minutes. Every interview was subsequently transcribed, analysed, and compared between each other. If more data seemed to be needed later in the research process, the investigator contacted respondents through social networks and asked them additional questions (altogether eleven short, informal online chats were carried out). This was possible thanks to a friendly relationship built between the researcher and respondents during their common studies.

Moreover, even though the researcher did not ask graduates to name any lecturer, surprisingly six out of eight BU alumni mentioned two specific educators while describing a great teacher. With reference to emergence theory, which is typical for grounded theory that was chosen as the research strategy, the interviewer decided to conduct two supplementary face-to-face semi-structured interviews with these teachers from the Media School (Table 4).

Table 4 The List of Interviewed Teachers

<b>T1</b>	BU	Male	British	Lecturer, Reseacher, Visiting Scholar in University of the South Pacific and Fiji Islands	Academic areas of interest are relationship marketing, organisational strategy, action learning and customer service, MBA studies.
<b>T2</b>	BU	Female	Bolivian	Lecturer, Researcher	Consumer Behaviour, Virtual consumer Behaviour, Consumer Culture

Both interviews were conducted in June 2011 and lasted 43 minutes. The topics that needed to be covered during interviews with teachers were inspired by students' answers, thus the lecturers were asked to reflect on:

- Their aims, values and techniques of teaching
- Their role in students' professional and personal lives
- What they believe the role of higher education in media and promotion should be

#### 2. 4. 4 Ethics

In contrast to the observations, the participants of the interviews were fully aware of the nature of the research and were asked for their permission to be audio-taped and quoted in the thesis. Before each online chat, the investigator gave a notice to respondents that explained it was part of the research and that she wanted to keep the answers, and if needed, be cited too. As the researcher disposes a high level of trust among the respondents, she excluded from the interview transcripts everything that could be considered as inappropriate. By inappropriate the investigator refers to intimate answers and answers that could have any kind of negative consequences for them or their

environment. Moreover, the author ensured anonymity of both graduates and teachers and has not written about events that could negatively affect the countries and the institutions.

## 2.5 Data Analysis

*Open coding* (Appendix 9) proposed by John and Parsons (2006), served the researcher well in analysing data collected through all research methods. It allowed her to discover similarities and differences between the findings and subsequently compare the results with the literature review. To what extent the primary research has been successful is shown below.

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## PRIMARY RESEARCH FINDINGS

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## 2.6 Introduction to the Research Findings

Employing multiple data collection methods allowed the researcher to gather a sufficient amount of data. Since the study was of a qualitative nature, the research results are presented in words rather than numbers. The investigator applied Parahoo's (2006) *thematic analysis* and organised findings into the themes that had potential to reach the research aim and objectives. Therefore the results are structured and presented in categories (headings) and partial concepts (subheadings).

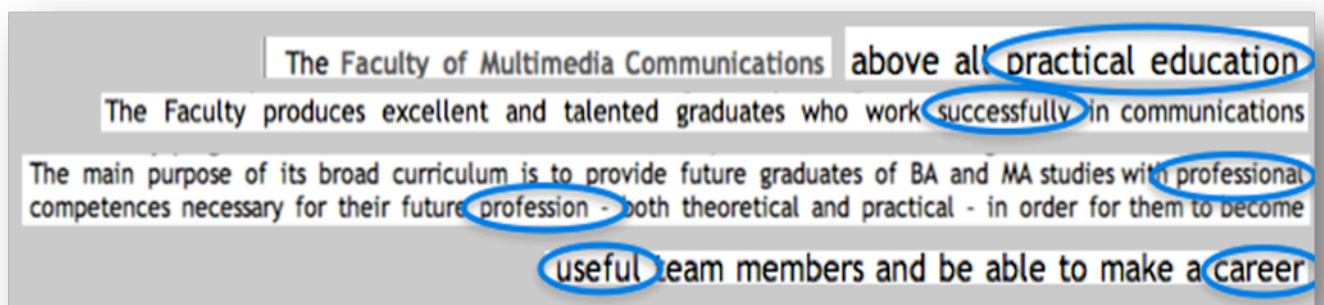
## 2.7 Utilitarian Philosophy with Signs of Liberal Education

The investigator sought firstly to explore what the higher education institutions believe is their purpose in students' lives and society by analysing the websites and promotional materials of the chosen institutions. The following sections summarise the main findings, supplemented by figures, tables, and illustrations, and make connections between the research results and the literature review.

## 2. 7. 1 Practical Education and Broad Curriculum in The Faculty of Multimedia Communications

As shown in the Figure 5, The Faculty of Multimedia Communications (TBU, CZ) has not significantly shifted from its heritage of utilitarian philosophy. The statement that FMC is 'above all practical education' is identical with the industrialist vision of higher education, explained by Burstyn (1996), which was to 'produce educated practitioners'. Nonetheless, instead of aiming to educate 'useful citizens' that were demanded by the industrialist society, the Faculty focuses entirely on the well-being of its students. By well-being, what is meant is their working professional success, described by Andrew Carnegie (Lucas, 1994) as 'future triumphs'. Hence rather than higher education through which a student becomes a useful member of society, graduates are being educated to become useful members of an organisation's team. With reference to the US American model of utilitarian education in media and promotion, the individual needs of students are superior to the needs of society.

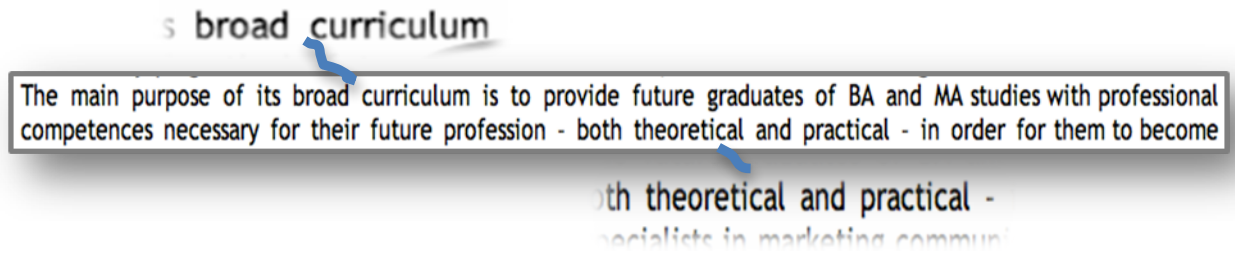
Figure 5 FMC's Philosophy



However, in contrast to the traditional concept of utilitarian education which has been, according to Ross and Richards (2008), strongly present in US higher education in media and promotion since the first journalism and advertising courses were established, the Faculty offers a 'broad curriculum' (Figure 6).



Figure 6 Towards Liberal Education but with Utilitarian Philosophy

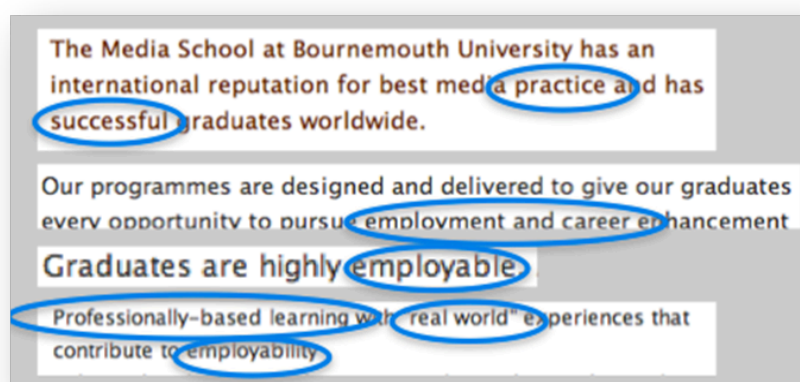


FMC claims that the main purpose of a broad, theoretical and practical curriculum is to provide graduates with professional abilities for their future careers, which is in agreement with Burton (1955) who stated that working in media and promotion industries requires broad knowledge because no one can tell in advance which subjects will be valuable to him or to her. While this can be seen as a move towards liberal education, it can not however be seen as a move towards liberal philosophy, because the reason for providing a broad curriculum is solely for students' professional development leading to successful career.

## 2. 7. 2 Real-World and Ethical Education Promised by the Media School

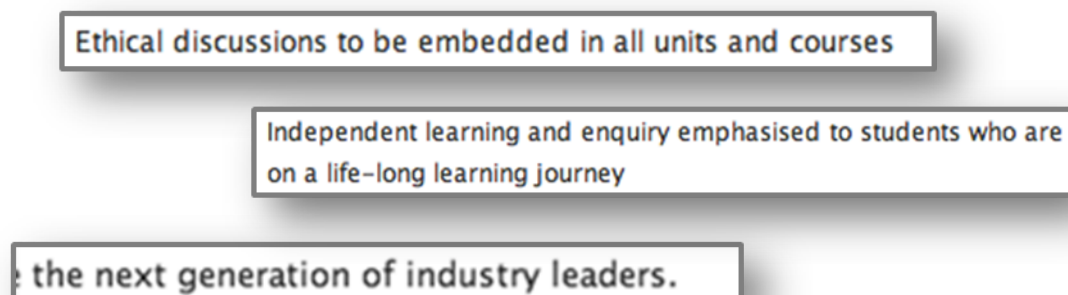
The Media School's (BU, UK) ideology is also not distinctive to utilitarian philosophy that, according to Fitzgerald (1993), sees everything in a sense of use. In consideration of the School's reputation that is based on graduates working in well-known commercial organisations, NGOs, media groups and agencies, it is not surprising that the main goal of the university is to ensure a good employability of its students (Figure 7). Similarly to Carnegie's (Lucas, 1955) opinion that what is taught by higher education institutions must be in relation to business affairs, MS wants to ensure its students' employability and future success by providing 'professionally-based learning' and 'real world experiences'.

Figure 7 Media School's Philosophy



Although the School promises a curriculum that consists of useful and practical units, it also states, that ‘ethical discussion’ is part of these units and an emphasis is put on students’ ‘independent learning and enquiry’ (Figure 8); this links to the philosophy of liberal education introduced by Plato and Aristotle. Moreover, the School mission is to produce the ‘next generation of leaders’, or ‘industry leaders’ (Figure 8).

Figure 8 The Media School’s Direction Towards Liberal Education and Philosophy



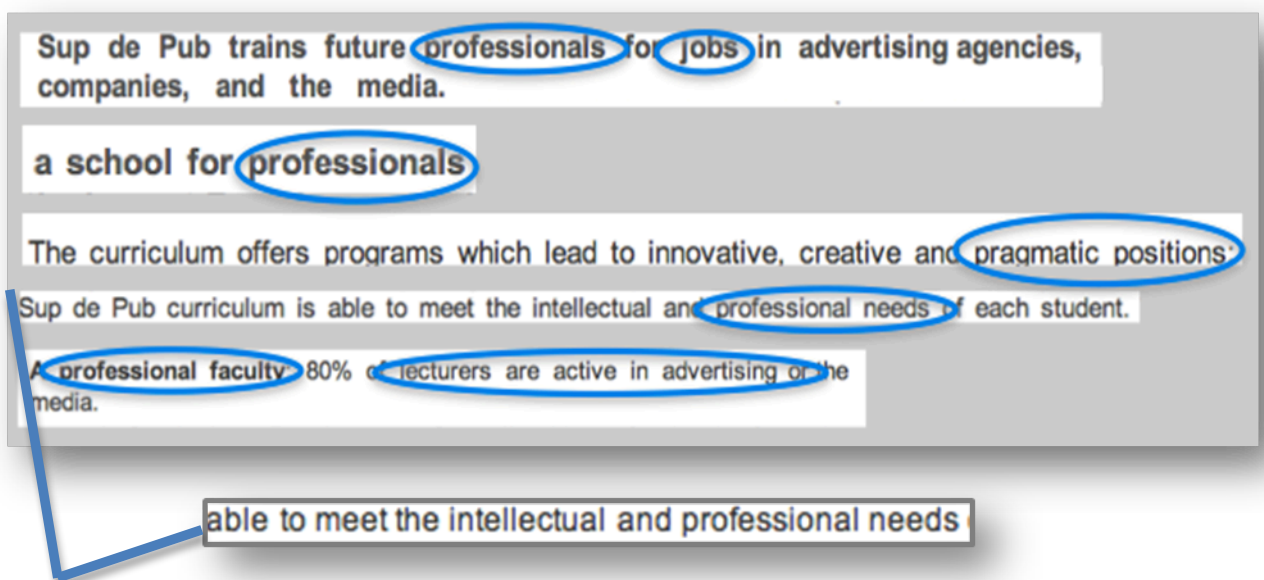
The Media School goes back to the roots of first advertising courses, that, as Ross and Richards (2008) claim, were supported by former professionals who believed that advertising as an academic field can bring scientific principles that would make their work more effective; so research is ‘high on agenda’ in the Media School. Professor Jian Zhang (National Centre for Computer Animation) says in the Media School’s promotional video (DVD1 Video 12) that one of the MS’s research targets is ‘to make realistic animation easier’, hence make the study valuable to the animation practice. This supports the idea of research in media and promotion in which utilitarian philosophy is underlying.

On the other hand, due to its research activities, the Media Schools enhances its educational practice. Dr Richard Berger (Centre for Excellence in Media Practice) proposes in the video that through research the School gains ‘rich material that feeds back into teaching, into lectures, and into seminars’. These current dynamics between research and teaching have the potential to fulfill Calkins’ prediction from 1905, that ‘the time will come when there will be fully-equipped schools providing effective higher education in advertising’.

### 2. 7. 3 Professional Training for Future Jobs Provided by Sup De Pub

Since Sup De Pub was established by former prominent advertisers coming from one of the biggest international agencies, Euro RSCG, the school maintains the philosophy of location, where ‘future professionals for jobs in advertising agencies, companies, and the media’ are being ‘trained’ (Figure 9). As a result of the Sup De Pub philosophy, the School prefers to employ professionals who do part-time teaching than professional teachers (an 80:20 proportion). This strategy prevents criticism such as Henry Watterson’s (1875) famous statement that media cannot be taught at schools as well as in the real world. SDP clearly states its philosophy as utilitarian.

Figure 9 Sup De Pub’s Philosophy



The only deviation from the purely utilitarian philosophy could be seen a short mention about the School’s curriculum that is designed to meet ‘intellectual needs’ of students. This supports Newman’s (1873) argument for non-hierarchical differentiation between the utilitarian and liberal education, founded in the idea that every profession demands high and diverse ‘powers of mind’.

## 2. 8 Consistency and Contrast Between Philosophy and Educational Practice

Secondly, the researcher aimed to discover how these philosophies are reflected in educational practice by observing the content of curriculums and the ways units are being taught. This was done through comparing it to graduates' and teachers' answers gathered in the interviews.

### 2. 8. 1 Philosophy of Utilitarian Education in Practice

- *Units of the same names but with different contents*

Many similar subjects focusing on developing students' professional knowledge and skills can be found across the Faculty of Multimedia Communications, the Media School and Sup De Pub (Table 5).

Table 5 An Example of Units Developing Students' Professional Knowledge and Skills

	FMC	MS	SDP
1		Brands and Brand Communications	Brand strategy
2	Visual Communication	Visual Arts	Art Direction and Communication
3	Web presentation	Digital Communication	Web presentation
4	Consumer behaviour	Consumer Culture and Behaviour	Consumer behaviour
5	International Marketing	International Marketing	Product marketing
6	New Media in Marketing Communications	Interactive Media Strategies	Media Training
7	Screenwriting	Screenwriting	
8	Internal Communication	Corporate Public Relations	Internal and Institutional Communications
9	Production	Production management	Media Production
10	<b>Communication Agency</b>	<b>Competition</b>	<b>Competition</b>

Nevertheless, the participant observations discovered that the content of the seemingly identical units is highly diverse. It is probably caused, once again, by wide and unequal

definitions of media and promotional studies (Dickson, 2000; Fill, 2009; Richards and Curran, 2002) as well as schools' and teachers' perception of which professional capabilities are important and useful at specific national and international level.

- *Distinct Ways of Teaching and Learning*

The Media School tackles this gap between what is subjectively or currently taught and what might be more relevant in other times and space by developing students with critical and reflective thinking, working with sources, and the ability to use theory in practice. One graduate claimed:

*(G11) The course taught me how practice can be simplified by using various proven theories.*

The desirable outcome of this style of learning can be illustrated by the Media School teacher's answer:

*(T1) It means that graduates can turn up on day one and be part of the company, knowing all the issues that that company faces, in industry, in society, internally, be able to search for effective solutions, and become beneficial to the company.*

FMC and SDP are situated in countries with less developed research in media and promotion and due to language barriers there is also a smaller amount of specialised literature. Hence an educator often represents 'a messenger' of theories introduced by internationally reputable authors such as Philip Kotler. The students' challenge is then to work out how the theory relates to practice in their own media and promotional ecologies. As Sup De Pub's graduate said:

*(G5) What I learnt at the school I use as a base, then I combine it with personal experiences and personal opinions, and develop a way of my own.*

However, the learning of theories without stimulating students' critical thinking might lead to their inability to apply the theory in practice and consequently result in

disappointment for the students. The Faculty of Multimedia Communication's graduate stated that:

*(G1) The syllabus in my master's course was not up-to-date and irrelevant to real practice in a communications agency.*

- *Common Appreciation of Practical and Team Projects*

Both the observations and interviews discovered that the most appreciated component of vocational higher education courses in media and promotion are practical and team projects. Throughout the year, there are many team projects as a part of various units taught by all three institutions. The common practice is that students are asked to form or put into small teams and work together towards the same objective (Illustration 1).

Illustration 1 The observer working as a member of SDP's student team



The results of the students' efforts are then presented in front of the class or a jury consisting of teachers. An SDP graduate reflected on the teamwork experiences as follows:

*(G7) I liked working as a team because I was able to exercise creativity and try out what I learnt in practice. It was supposed to reflect a real scenario so I felt it was particularly useful, and now I can say it really was.*

Bigger practical projects, either team-based or individual, that take place over longer periods and culminate at the end of a semester or academic year, are specifically valued. Media students produce a video under a lecturer's supervision. Promotion students work in teams to create an integrated campaign for the same client that is presented to them in a final pitch. Together with academic evaluation, the winner of the competition is announced (Illustration 2).

Illustration 2 The observer as a member of MS's winning team creating a campaign for TV Licensing submitted by client BBC



The Media School graduates evaluated practical projects as highly beneficial for their professional development and current employment. For example:

*(G13) Campaigning planning was the most valuable experience. I was able to put together everything I had learnt in all the other subjects... While I appreciate the need for the more theoretical facets, when looking back and considering what I am*

*asked about when applying for jobs, they essentially ask for experience so again, the practical areas were the most valuable.*

*(G10) It gave me a platform to put all my skills to test and see where my weakness and strengths are. I draw on that experience all the time.*

- *The Acme of Utilitarian Education and its Philosophy: FMC's Communication Agency*

Instead of separating media and promotional students and rather than working on projects that do not cross the university 'boarders', students in the Faculty of Multimedia Communications cooperate together in the Communication Agency (Figure 10), within which they organise real projects that are beneficial to them, to the university, and often to society.

Figure 10 Description of Communication Agency (UTB, online)

Communication Agency (former Practice Advertising Agency) is a subject taught at the Faculty of Multimedia Communications of TBU in Zlín. As the former title suggests, this practical subject aims to enable students to apply their theoretical knowledge and carry out their own projects under the guidance of Faculty teachers. This is very important for the development of skills and broadening the knowledge of students. It is also necessary to emphasize the fact that the subject is "contactless", that means that no lessons are held and the projects are supported by means of tutorials between project teams and teachers charged with project leadership.

For instance, one of the seven projects is *the Prize Salvator* (Appendix 10) that has been running for eight years. Students award every year extraordinary actions done by state officers, ordinary people, and organisations from the Zlín Region. By extraordinary actions is meant protecting or saving someone's life, health, or property. FMC's graduate described the benefit of the Communication Agency for him, as well as to society:

*(G4) What I love about the Communication Agency is that we can carry out our own ideas, see how they work in the real world. We have to organise everything ourselves, from sponsoring and promotion to production, in a team of students from different courses.... We learn a lot, but the best thing is that we can do something beneficial for the community... I think that this is what university*



*students should do, use their skills and knowledge for providing something valuable to society.*

## 2. 8. 2 Philosophy of Liberal Education in Practice

- *The Faculty of Multimedia Communications, its Broad Curriculum and Ethical Education*

It was proven through the observations that the Faculty of Multimedia Communications offers a truly broad curriculum from which many subjects are liberal arts, or at least originate from them. Units such as Czech Grammar and Stylistics, Law, European Law, Rhetoric, Philosophy, Politics, Logic, Ethics, Psychology, and Sociology are obligatory for BA and MA students. Although the curriculum is really a liberal education in its full scope and it indeed broadens students' general knowledge and trains their intelligence, it does not follow the Ancient philosophy of liberal education that, as Kimball (1996) summarised, empowers students to act freely and within the full capacity of their minds and souls. This is because the subjects are being presented as sciences with rigid rules, definitions, and terminologies that need to be known, instead of encouraging students' curiosity and reflective thinking. Hence students struggle in relating the subjects to both professional and personal lives:

*(G2) I enjoyed philosophy and sociology because I was always interested in them. But the truth is that I am not very sure why they and other similar subjects were part of our curriculum. I've never seen any relevance.*

Other units, for example Professional Ethics and Psychology in Media, are directly linked to the field of study which is consistent with university's utilitarian philosophy where everything that is being taught must above all lead to greater specialisation, clarified by Ross and Richards (2008). Thanks to the observer's attendance in the ethical classes, she can also confirm Christians' (2007) 'Ethics of Consequences' theory, because FMC's students have been encouraged to learn that the right or wrongness of their professional decisions is determined by predictable future consequences, such as the impact of promoting cigarettes on the public's health, or of sweets on children's obesity. Rather

than provoking discussion about their own moral and ethical values and how they can be improved, students have had to learn existing patterns that are considered by an individual educator as useful. When asked ‘how can you as practitioner contribute to a better world’ a FMC graduate answered:

*(G4) To avoid working for a company with low social responsibility, to not produce content that can cause bad things, or on the other hand, do something that leads to positive changes. Toscany is one example. Thanks to his campaigns people started to talk about some important issues that were taboo before.*

- *Ethical Education at the Media Schools*

The current goal of the Media School is to address the social responsibility of media and promotion students mainly through ethical discussions embedded in other units. In reality, due to strict curricular plans, teachers have often given up on ethical issues or have not provided students enough space to actually understand the importance of professional ethics as well as personal morality and their power as media and promotion practitioners. One of the MS’s graduates answered the question ‘how can you as practitioner contribute to a better world’ as follow:

*(G3) What I could do for a better world would depend on the superpower I would have. But without any, I definitely cannot change anything.*

- *Intellectual Development at Sub De Pub*

Sup De Pub mentioned that the school’s curriculum is able to meet the intellectual needs of its students; however, the investigator found out that the curriculum consists solely of specialised units that challenge students’ memory more than their intelligence. On the other hand, creativity has played an important role in the majority of subjects, hence it indirectly trains students’ intelligence that Sub De Pub promotes. Nevertheless, utilitarian education strongly dominates Sup De Pub’s educational practice that moreover misses ethical education. A SDP graduate said on the question:

*(G6) Advertising and media are not honourable markets, so I don't know how I could make a better world in this sector without just reducing it.*

## 2. 9 Students' Demand for Utilitarian and Liberal Higher Education

Once the philosophies and their similarities and differences with educational practices were considered, the researcher focused on graduates' perception of higher education and how the experiences have met their expectations.

### 2. 9. 1 Utilitarian Philosophy as an Integral Part of Higher Education

The utilitarian philosophy of higher education is not unacknowledged as well by the students. The respondents stated that higher education is important in the process of becoming successful and admired. It gives an opportunity to learn about a job before doing it, increases the chances of reaching career goals, and leads to being a competitive professional who earns good salary. The following is a sample of answers to the question asking why they decide to attend the institutions they chose to:

*(G5) Since I was small I was taught education was important in the process of becoming someone successful and admired.*

*(G15) In order to learn about a job before doing it.*

*(G6) I needed a foundation to be able to pursue my career.*

*(G14) I was keen to expand my knowledge and achieve my career goals.*

*(G8) I wanted to increase my chance of becoming a successful professional.*

*(G4) I believed it would help me to become rich.*

These findings, together with students' appreciation of team, practical, and real projects, have shown that students expect universities and schools offering courses in media and promotion to develop their professional knowledge and skills. To what extent these

expectations are met depends, according to students, on how well the institution is able to:

- Make a link between theory and real world practice
- Use up-to-date literature, theories, and case studies
- Let them experience projects that are as real as possible
- Create a competitive, yet pleasant and supportive atmosphere

Therefore, the research explored whether the philosophy of utilitarian education held by the institutions corresponds with students' perception of what the purpose of higher education in media and promotion is. However, the graduates working in the industry suggest that the utilitarian educational practice is still not realistic enough.

## 2. 9. 2 Immature Students Seeking for Personal Development

Nonetheless, the research discovered that preparation for a job is not the only reason why students attend higher education. More than half of them stated that:

*(G10) I didn't feel prepared for work. There were still a lot of doubts inside me... I had the urge to grow up intellectually and personally.*

*(G2) Deciding to attend higher education allowed me to have enough time to mature... before dealing with adult life and solving adult problems.*

*(G14) I wanted to learn at the university how to be both a more open-minded and cultivated person.*

*(G9) I wasn't really sure what I wanted to do and figured studying at university would help me focus and buy more time before entering the real world.*

The findings are similar to HIRE's 2005 survey which is presented by Astin and Astin (2005), who pointed out that students have high hopes for the role the institutions will play in their personal development. This research proposes that it might be because

applicants feel immature, confused, not ready to be self-dependent, so they want to postpone important decisions concerning their lives. They look forward to years spent in higher education because they believe it will give them time and space to sufficiently develop in order to be capable of those things.

### 2. 9. 3 Appreciation of Projects from Different Point of View

Students' recognition of team and practical projects' contribution to their professional development is noted above. However, the investigator uncovered that graduates actually appreciate the experiences gained through working on projects even more due to their positive impact on graduates' current everyday lives. For example, two respondents told the interviewer that:

*(G8) Thanks to working in various real projects, I learnt everything from being responsible for yourself, time management, critical thinking, self-awareness and the freedom to express your thoughts and at the same time to be tolerant of the opinions of others. This is beneficial to my life from the moment I wake up to when I go back to bed.*

*(G12) Learnt skills such as responsibility, team work, being more analytical, and self-management and social skills such as respecting and supporting one other are the most valuable things I learnt when working in teams.*

Thus, the idea introduced by Palmer and Zajonc (2010), and Braskampa et al. (2006), that a philosophy and practice of higher education should strategically address the student as a whole, as it is characteristic for liberal education, has appeared to be highly relevant to higher education in media and promotion. Moreover, one of the Media School's graduates agreed with the previous two answers and added that working in a team was a great experience which he will always treasure, because:

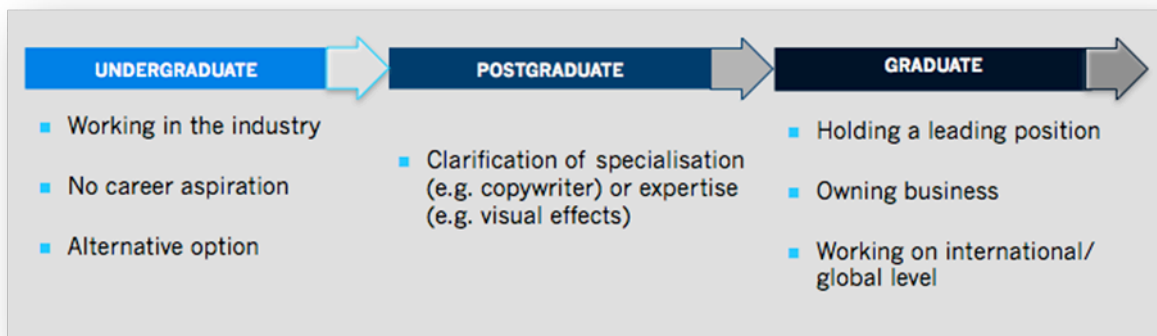
*(G11) The hours we spent brainstorming ideas gave me an insight into who I am, what the future holds for me, and how can I improve and learn further to become a better person.*

As a result, the findings are consistent with HIRE's (2005) survey stating that students on their own seek personal enhancement and empowerment, and also with great number of proponents who reacted to these students' demands by calling for higher education that cultivates a person and supports her or his inner and social development.

## 2. 9. 4 Graduates of Media and Promotion Masters Courses as Future Leaders

A need for liberal education is even more crucial since the project explored that at the end of postgraduate studies, thirteen out of fifteen respondents spontaneously expressed an optimism that in the future they would hold a leading position in the media or an advertising corporation, or even own a business in the best case on a global level. As university years go by, students have a clearer and more ambitious idea about their future career as visually presented in Figure 11<sup>7</sup>.

Figure 11 Media and Promotion Students' Increasing and More Specific Career Ambitious



The research has clearly shown that the long-term aim of many graduates is to become an industry leader. In consideration of the political and social power that media and promotion has gained in the last century, these future leaders could be compared to the ancient and medieval understanding of a leader who, however, should not be responsible only for himself but also for society (Guttek, 2009; Burstyn, 1996).

<sup>7</sup> *Author's comment:* Two of the respondents stated that they wanted to study medical schools but they were not accepted. So they chose media or promotion as an 'alternative option'.

## 2. 10 The Potential of Advanced Change Theory

The analysis of research findings brought about an understanding that the institutions do not systematically aspire to influence the personal, moral, and civic development of students for his or her own sake nor for the sake of society, as it was criticised already by Chickering et al. (2006). Despite that, graduates claimed that certain experiences had a remarkable impact on their personal lives. Based on that, the researcher decided to concentrate on the task of whether and how the advanced adaptive change model could be of benefit in helping higher education in media and promotion to play a more conscious and effective role in the maturing of those future leaders and consequently in the whole society.

### 2. 10. 1 The Best Teacher Cares, the Worst Teacher is Hypocritical

As the author of thesis points out in the theoretical section, Quinn's (2000, 2004) theory of adaptive change could work only on condition that teachers have a potential to be perceived by students as authorities or role models. The analysis of the research findings found that teachers' performance is crucial for students' learning experience and that students expect much more from individual teachers than from the institutions. The graduates' answers to the question about the ideal teacher brought about characteristics of 'a change leader' described by Quinn (1999, 2004).

The investigation discovered that enthusiastic intellectual teachers who listen and care about students, who are able to prepare understandable and interesting lectures together with practical, useful and interactive seminars, are key elements in students' long-term motivation to learn, improve, and develop further:

*(G1) I remember one teacher for his friendly approach, good ways of motivating us, and his open discussions.*

*(G11) I personally admire intellectuals and our teachers are some of the smartest people I've met. The way they conducted their lectures and seminars was very interesting and I learnt a lot from each one of them.*

*(G5) I had a lecturer with a lot of interesting stories so when he explained something in class he would always have a personal experience to set the context... Finally, although he was a busy man, he knew all of our names and knew what each individual in class needed in order to be motivated.*

*(G8) Those two teachers [Talking about T1 and T2] were fantastic... Simply because their enthusiasm for the subject was contagious and just made you want to learn more.*

*(G10) Due to her [T2] style of teaching, she always made the classes interesting and easy to follow despite the hard reading materials, plus she used great mix of theory and real application.*

*(G6) I think that only a tutor that really believes in his students can make a difference.*

The graduates' answers greatly illustrate their demand for the professional approach of teachers as well as for their passion for teaching that makes students feel interested in what is being taught. In contrast, the researcher found out that the main attribute of teachers that discourages students' effort is hypocrisy:

*(G13) I value teachers who seemed knowledgeable and approachable while some of the others seemed either one or the other. In some instances I just really did not get on with some of the lecturers at all, particularly if I found them to be hypocritical.*

*(G6) I hated when they told us what to do and how to do it and then you met them outside the university and you saw they don't work and live according to that.*

The findings support Quinn's et al. (2000) and Quinn's (1999, 2004) opinion that if an educator wants to change their students, she or he has to change first. As Gandhi (cited by Iyer, 1990) believed, the best way to evoke changes in others is by being a good example to them.



## 2. 10. 2 Peers as Role Models for Themselves and to Others

Quinn's et al. (2000) Advanced Change Theory is based on the presumption that the changed students will then attract others to change themselves too. The research uncovered that students are potential change leaders in two dimensions. Firstly, the graduates expressed that a large amount of what they learnt was from their fellow classmates:

*(G5) The most valuable experience was meeting the people I met there... I think my best and biggest teacher is my best friend.*

*(G10) Our class was like a family and the friendships I've made might have taken me a lifetime to find otherwise. Every minute of the time I spent with each one of my peers I learnt something new about them, about life, but mainly about myself.*

*(G9) The most valuable experience was meeting great people from all over the world, many of whom have become close friends, even dare I say friends for life. Only this can show you the different perspectives on life.*

*(G14) I really liked it when classmates were supportive and ready to help each other. It was a good example of how things should ideally work in the world.*

However, it was discovered that peer-to-peer influential relationships based on trust could be difficult to establish and maintain in a highly competitive atmosphere. As mentioned in section 2. 9. 1, competition is a healthy element of the educational process, but students appreciate a pleasant and supportive environment.

*(G7) I hate it when the study group was too competitive as well as superficially close. That made people fickle and generally untrustworthy.*

Secondly, when the graduates were asked what they as citizens can do for a better world, they often stated that the best way is to start with themselves and to become a good role models:

*(G11) Every single person that I may influence is a small step for me towards a journey that will need many others to continue long after I am gone.*

*(G2) Giving a good example and education to the new generations I bring to the world or the ones for different reasons I may have a certain influence on.*

*(G15) I believe that everyone can somehow contribute by sharing experiences... I hope that I can be a good role model one day.*

*(G4) Starting with myself, for example by ensuring that I use as few plastic bags as I can and live a healthy and responsible life as much as I can, trying to persuade others to do the same.*

*(G14) Talking to our relatives and especially to the younger generation... Teaching younger generations this sustainable common sense is really important and inevitable.*

*(G3) I could be a good example for as many issues as possible.*

In conclusion, it can be theoretically stated the adaptation of Advanced Change Theory can help higher education in media and promotion to play a more positive and influential role in students' life and in society. Hence the researcher has asked how the theory can be used in practice while teaching the ethics of duty.

## 2. 11 Ethics of Duty and Liberal Education Starts with Commitment

Christians (2007) explains that a complex view of moral judgments embedded in duty towards society is a more compelling means of moral decision making for the media professions than current ethics of consequences that, as was also discovered by the research, dominate today's higher education. Among a number of confusing and negative answers on the question about how graduates as practitioners can have a positive change

in the world, two particular answers can serve as an example of how the ethics of duty ought to work in real life:

*(G5) Ethics is not really my area, but I know I always need to act from a moral point of view, never be tempted by an end when the means are not appropriate. Act by trusting myself, my judgment, and follow what I have learnt and what I believe in.*

*(G10) Everyone can do his or her fair share including me. So long as I believe that I am doing the right thing (although who knows what the right thing is?) I am contributing positively. Most people just want the best for the future generation and hopefully behave accordingly. However, there is only so much we can do, it all depends on the single individual.*

To achieve this in students, Christians (2007) suggests that they should be encouraged by educators, featuring Quinn's (1999, 2004) change leaders, to question their moral values and subsequently support to improve their value systems which would guide their personal and professional decisions. However, this would mean that teachers, and probably also the institutions, would have to rethink current utilitarian philosophy because liberal education is focused on the complex development of students. This might seem especially abstract and visionary, however, the research found that one of the teachers who was considered by the Media School graduates as the most 'influential', 'unforgettable', and 'fantastic', holds a liberal philosophy of higher education and teaches according to it:

*(T2) There has to be a practical element, a focus on real cases, real companies, real problems but... If the goal of higher education would be just to prepare practitioners, students could save themselves a lot of money and effort and go to the training courses instead. University should offer them a space where they negotiate the sense of who they are and going to be. It gives the potential to imagine what kind of person and practitioner they want to be... the opportunity to be adventurous, to take chances, to explore different things, to question... And not only in the context of what do they study, but also take a moment to pause and think about their lives and values in terms of their goals and aspirations, the way they feel about themselves, their environment, whether their aims are originally theirs or imposed by someone else... It should be a process of transformation... To look on the educational*

*experience from purely pragmatic way is a missed opportunity for students to explore the limits of their own existence... We [teachers] have to work through people's dreams, not try to impose our dreams on them... being a facilitator, an agent of help and going alongside with your students on that journey if they wish to go on that journey... being challenged and having the constant dialogue... what we should produce is people that are, not only intellectually enriched but they have the capacity to enrich their own lives and lives of others.*

In a similar way, the Salzburg Academy on Media and Global Change brings together students and educators from all around the world and provides them time and inspiring, pleasant, and supportive space, within which they are encouraged to question how the media can become a positive force for global change. Although the official outcome of the Salzburg Academy is media literacy curriculum made by students, the participants of the 2011 class agreed that the experience has contributed much more to their own lives (Figure 12).

Figure 12 Participant's Facebook Post on the Wall of Salzburg Academy Group (Facebook, online)

A screenshot of a Facebook post with a white background and a thin black border. The text is in a blue, sans-serif font. The text reads: "I just want to say thank you so much to all of you--it goes down as one of the best experiences so far in my life. I learned so much from/with all of you, both inside the classroom and out ! Keep on keepin' on, 🙌"

The Academy addresses the failure of today's higher education institutions, as Coleman (2009) said, to ask and to provoke students to doubt 'what kind of a world are we making', 'what kind of a world should we be making', 'what kind of world we can be making'. The faculty of the Salzburg Academy matches students' demands with teachers who believe in them, because the main motto of the academy is Margaret Meade's (year unknown) quotation:

'Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.'

Both the Media School teacher and the faculty of Salzburg Academy have developed their ‘commitments’ which, as Quinn (2004) claims, is the only way the state of being can be changed. He explains that once a leader (teacher) has a commitment he can begin the journey towards his or her transformations and the transformation of others. An example of concrete commitment was found in statement of the other Media School’s popular teacher:

*(T1) I try to understand students and their lives. It maybe comes from my own study experience when I felt no one understood me, no one really gave me any time, and no one really helped me... I often hear other lecturers saying ‘that student isn’t very good’, and I say, ‘well actually given a chance they might turn into something, there’s something in that student, so don’t write them off’, and that’s probably because I’ve never forgotten my education and growing up... People develop at different speeds and different ages and I think maybe that’s what I see in people and I’m just there for them, trying to help them.*

Hence the researcher discovered, that teachers’ individual commitments, also called ‘inner impulses’ by Russell (1950) who believed that teacher ‘can only perform his work adequately if he feels himself to be an individual directed by an inner impulse’, could be a good starting point in balancing today’s mainly utilitarian higher education of media and promotional studies with the philosophy of liberal education.

## 2. 12 Conclusions: What Is And Should Be the Philosophy of Higher Education in Media and Promotion in the 21<sup>st</sup> Century

### 2. 12. 1 Higher Education in Media and Promotion for the Sake of Students’ Professional Development

The first research objective was to explore what the higher education institutions believe is their purpose in students’ lives and how the philosophy is reflected in educational

practice. The quotations from universities' promotional materials and websites showed that all three institutions under research promise to their prospective and current students professionally-based practical education. The role of education is to make ordinary students highly employable graduates who will enter work successfully, be effective team members, and professionals with good opportunities for fast career enhancement. This purely utilitarian focus of institutions is understandable, as students themselves see the purpose of higher education pragmatically. One part of the second objective was to discover the role of higher education in media and promotion in students' professional development. Students believe that the role of university is to provide them theoretical knowledge and practical skills of specific profession in order to reach their career goals and live financially stable lives.

Even though the idea of utilitarian education is clear, its practical form might often lack relevance to the current situation in media and promotional industries. The issue is logical as media and promotion are constantly evolving and changing fields due to their close connection with fast technological development, as Richards and Curran reminded us (2002). Based on the research findings, a good way of performing utilitarian education in media and promotion appeared to be enhancing students' critical and reflective thinking, working with sources, and ability to relate the information gathered from the sources to practice. For teaching purposes, students demand updated case studies on which theory is explained, as well as opportunities to conduct real world projects.

## 2. 12. 2 Higher Education in Media and Promotion for the Sake of Students' Personal Development

Another part of the second objective was to discover the role of higher education in media and promotion in students' personal development. Through observations and interviews was discovered that students also see the university as an opportunity to mature, to grow intellectually and personally, and to become an open-minded, tolerant, responsible, and cultivated person. They expect that university will provide them time and space to solve doubts inside of them and to figure out what they want to do and who they want to be, not just as professionals but as social beings. Thus the study found out that students seek personal empowerment at higher education and thus liberal philosophy

of education, based on the presumption that education should aim to systematically influence the students as a whole, has become relevant to higher education in media and promotion.

The analysis of findings brought about a notion of practical and team projects', teachers', and classmates' importance in students' individual development. Working in team on real projects apparently enhances soft and social skills and consequently fulfils to some extent students' hope for personal improvement. The success of both specialised units and liberal arts units is, according to the research, highly dependent upon teachers' performance, which partly answers the third research objective which was to investigate the current role of teachers in students' professional and personal lives. Lastly, the study uncovered that a considerable part of students' personal development arises from interacting with their classmates and schoolmates. However, the research proposes that this works most effectively in predominantly pleasant atmospheres with supportive classes.

### 2. 12. 3 Higher Education in Media and Promotion for the Sake of Society

Although the utilitarian philosophy as well as liberal philosophy of higher education originally promoted education that served to better both students and society, the individual needs of students are significantly superior to the needs of society in today's concept of utilitarian education in media and promotion. The study pointed out that the institutions' aims to produce future industry leaders is consistent with masters graduates' hopes for holding leading positions or running their own businesses. In consideration of the inseparable role that media and promotion plays in today's society and its environment, these students will become those who will set the nature of that role. Therefore the model of medieval higher education where the mission was to produce a noble person and noble practitioner in one, seems to be appropriate to higher education in media and promotion in the 21<sup>st</sup> century.

The differentiation between professional and social ethics that is, for example, present in the Faculty of Multimedia Communications, together with a lack of emphasis on students' understanding of how to decide what is ethical and unethical, characteristic to all

three institutions under research, represents a fundamental problem. Hence the research suggests that education should focus on inner and moral development of students which would adequately guide their decisions in both their personal and professional lives. The possible way to encourage students' improvement is through teachers who play a vital role in students' long-term motivation and willingness to further develop. This answers the second part of the third objective which was to investigate the potential role of teachers in students' professional and personal lives. Teachers with various commitments, which nevertheless are of a similar nature, who constantly improve themselves and believe in the progress of their students, might serve as good moral examples for students. Students themselves then might directly influence their close environment and indirectly others through media and promotion.

## 2.13 Conclusion of Practical Part

The practical chapter presented the research through which valuable data were gathered. Their analysis and strategic comparison with a theoretical foundation has brought about several interesting conclusions. The following chapter discusses what the research findings may generally mean for the higher education in media and promotion and specifically for the institutions under the study.



# Chapter 3

## Project Part

### 3. 1 Introduction

This theoretical part of the thesis begins with an explanation of why is it beneficial to philosophise about education. Among several reasons, Standish (2010) points out that it is important to ask what the purpose of education should be because the current system cannot be criticised and consequently improved without some sense of how it ideally should be. The purpose of higher education in general has been widely discussed, however, there is no extended literature asking about the purpose of higher education in media and promotion. That is why the author conducted the research exploring what is and what should be the philosophy of media and promotional studies and consequently presented the results in the practical part.

Both parts of the thesis provide a sufficient amount of data for developing a philosophy that is well grounded in theory and research that at the same time has a potential to become an original piece of work created by the author. Based on the Gutek's (2009) statement that 'theory without practice is insufficient, practice unguided by theory is aimless' (p. 3), the contribution of this master thesis rests in innovative cross-cultural philosophy of media and promotional studies. This appears from the research concerning current educational practice but was improved and enriched with various theories in order to guide educational practice towards greater achievements. The proposed philosophy is presented in written form below and summarised in audiovisual form on the DVD2 called 'The Philosophy of Media and Promotional Studies'<sup>8</sup>. In applying a philosophical approach, the new theory is firstly introduced and then its practical applications are discussed. The uppercase words represent crucial elements on which the philosophy is built. In order to be of benefit to the institutions under the study, the last paragraphs provide brief recommendations for them.

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<sup>8</sup> *Author's Comment:* Since the researcher promised anonymity to all research participants, they could not be presented on the video. Therefore the respondents are university students who attended Salzburg Academy on Media and Global Change 2011. They were asked to generally talk about why students attend universities, what higher education in media and promotion is and should be for. Their answers have not been not used in the study itself but they have been in agreement with research results, so the author decided to use the material for audiovisual presentation of the research and its final conclusions made by the author.

## 3. 2 New Cross-Cultural Philosophy of Media and Promotional Studies

Although the research was carried out in three European countries, students, teachers, and recent graduates were from all over the world. There was not a significant difference between their perceptions of what higher education is and should be for. Despite the fact that institutions see their main mission is preparing PROFESSIONALS, students think that the intention of higher education should go beyond that. Based on the research findings, the author states that higher education institutions should take into account that their students are in the process of FORMING adult CHARACTER, BEHAVIOUR, VALUES, and ATTITUDES. It should be taken as an opportunity to positively influence their PERSONAL DEVELOPMENT, because the time between being a fresher and a graduate is long and too crucial to be omitted by university or school.

Moreover, even though the level of media power will probably never be discovered, there is no doubt that media play an important role in modern societies and that promotion has a certain impact on one's way of thinking and behaviour. It also might be generally agreed that the power held by directors of corporations such as Apple, the BBC, Google, or Ogilvy and Mather (Appendix 11) are comparable to governmental bodies. What is more, in media and promotion industries a practitioner does not have to hold a leading position to dispose an influential power. Nowadays, a short movie, a video, an article, an advertisement, a photograph or even a simply media statement can bring about negative as well as positive impacts on the individual's life, community, society, and the world in general. Due to the Industrial Revolution and newly developed utilitarian philosophy that has made higher education accessible to the masses, many young people from diverse backgrounds and with different perspectives on life learn how to be skilful practitioners at universities, and then go on to use this power effectively. However, an important question appears to be to what extent they are being stimulated to gain a BIGGER PERSPECTIVE on what life is and how to use the power influencing their lives and the lives of others WISELY and RESPONSIBLY.

The literature review together with the research suggest that students should be encouraged to learn how to pause before decision-making and THINK about whether it is

consistent with their personal beliefs, attitudes, and values, if it is MORAL, and if this is how they want live and if this is how they should live. One of the respondents said that as long as she does what she thinks is right, she contributes positively to GENERAL WELL-BEING and thus she can feel good about herself. However, she it must be noted that she made this comment on the question ‘who knows what is right?’ and that is a question that cannot be answered by anyone but the individual person on his or her own. As Ancient philosophers promoting liberal education believed, education ought to help students act FREELY and within the FULL CAPACITY of their mind, soul, and body for their own good and for a good of others. If one were to include this mission but at the same time remain consistent with utilitarian philosophy, which is fundamental to today’s higher education in media and promotion, the model of medieval universities seems appropriate.

The theory as well as the cross-cultural case study indicates that even today higher education institutions have a potential to draw on the heritage of medieval universities where UTILITARIAN AND LIBERAL PHILOSOPHIES EMBODIED ONE remarkable PHILOSOPHY of higher education. If the new philosophy of media and promotional studies is held by the institutions and teacher, it would provide students enough time, space, support, sources, and motivation to develop both professionally and personally. Besides learning vocational skills and knowledge, students would be encourage to ponder on who are they, who can they be, who should they be, as well as what kind of a world are they making, what kind of world they could be making, and what kind of a world they should be making. The philosophy of higher education would strategically aim to produce graduates who are NOBLE GENERALLY LITERATE SOCIAL BEINGS as well as NOBLE SKILFUL PRACTITIONERS and CITIZENS.

### 3. 3 Step by Step Towards Practical Application of the Philosophy

The first step for higher education institutions providing media and promotional studies is to realise that their DUTY towards students as well as towards society goes beyond educating media and promotion professionals. Universities, colleges, and schools should rethink their current purely utilitarian purpose and enhance it with liberal philosophy for

the sake of maturing students who are coming to universities to develop not just as practitioners but as social beings, as well as for the good of society which will consume and interact with the media and promotion produced by these students.

The second step is to consider how changes in philosophy would influence educational practice. The theory and research outline various options among which the most thoroughgoing reform for many media and promotion courses would be to BROADEN CURRICULUMS and to pursue CRITICAL, REFLECTIVE and MORAL THINKING in every unit. Media and promotion curricula could be enriched by liberal arts such as ethics, politics, and philosophy, that would encourage students to question their identity, duties towards themselves and others, social participation, and civic engagement. The research has discovered that this cannot be effectively done without critical and reflective thinking. On the other hand, if critical, reflective, and moral thinking are in specialised units, the strategy could theoretically substitute a broad curriculum. It would be more difficult for universities and schools to make sure that it is not being omitted by educators, but this kind of reform could be less radical and cheaper than changing curricula.

No matter what the final decisions are, increased attention should be always paid to teachers' performance in conjunction with those decisions. The research supported by the review of literature has uncovered the high importance of teachers in students' professional and personal lives. This implies that in order to fulfil an innovative philosophy of media and promotional studies, a fundamental role of institutions would be to motivate TEACHERS to be constantly developing and improving their professional and personal lives. Probably the most peaceable way of doing this would be by providing teachers with mental and financial support to develop further by attending various courses, conferences and events such as the Salzburg Academy, and international exchange teaching programmes. That assumes that the teachers would be changing themselves at the same time as transforming their students, therefore they would be building a bridge while walking upon it themselves. It would also be of benefit to be encouraging them to supplement their teaching with research or commercial and NGO activities, that would then facilitate an expansion of their knowledge, skills, perspectives, and to keep them up-to-date. It would therefore be easier for them make a connection

between theory and real world practice; in addition, both should help teachers to avoid hypocrisy.

The following step suggested by an unanticipated research finding would be for teachers to work out how to balance in-class competition with a friendly atmosphere. PEER-TO-PEER RELATIONSHIPS were discovered to be crucial for students' learning experiences and overall improvements achieved throughout higher education studies. Although competition is a vital part of education and can lead to greater motivation, excessive rivalry between classmates can cause the opposite and worsen relationships that otherwise offer a unique opportunity to learn from each other. As a solution, marking and competing could be balanced with creating a common vision towards which the class can work together. For example, a class could be inspired to use their media and promotional knowledge and skills in order to address some local or global issue. Consequently, the teacher could use it as an opportunity to discuss a number of topics - from social and civic awareness and responsibility to students' individual participation in social groups and working teams – and enhanced debate with various activities such as team building. Additionally to that, students would learn that they do not have to be superheroes to make the world a bit better place<sup>9</sup>.

Obviously, the practical application of the new philosophy would depend on the particular opportunities within and preferences of each individual higher education institution. However, the most crucial is to always keep in mind that the philosophy is connected to a commitment of educating the student as a whole for his or her own sake and for the sake of society. The commitment would then guide every decision-making process about educational practice and sooner or later reach desirable outcomes.

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<sup>9</sup> *Author's comment:* This is consist with one of the messages promoted by Advertisers Without Borders Association (2011) which is the international network of advertising professionals who voluntary create public service campaigns aiming to impact local, regional or global audience. Watch DVD1 Bonus video 4 for their spot 'You don't have to be a superhero to help'.

### 3. 4 Further Recommendations for the Institutions Under the Study

The research grounded in the theory suggests that the Faculty of Multimedia Communication (TBU, CZ), The Media School (BU, UK), as well as Sup De Pub (INSEEC, FR) should consider enhancement of their utilitarian education with the ideals of liberal education. Despite the research findings indicating that within utilitarian educational practice there remains several imperfections, the philosophy of practical education producing successful professionals is well-developed by all three institutions; the universities and the school will work towards improvements of their practice. On the other hand, the neglect of a liberal education that empowers the student as a whole and addresses his or her social and civic responsibilities is apparent and thanks to the research appears to be currently more crucial.

#### 3. 4. 1 New Philosophy as Institutions' USP and PR

The ways in which the newly adopted philosophy would positively contribute to students' and teachers' lives and to the whole of society are stated above. However, the author believes that it would also boost the institutions' competitiveness within the higher education market. The utilitarian and liberal balance in the philosophy would make the curriculum and teaching approach more SOPHISTICATED and LEARNER-CENTERED. This could serve as a unique selling proposition (USP) of the institutions while communicating with potential applicants as well as with potential employers of future graduates. What is more, it might evoke sympathy among public that often feels frightened of manipulation, dishonest framing, and corrupt agenda setting. Knowing that the universities are producing not only ambitious practitioners but caring social beings could raise positive attitudes towards institutions and thus additionally work well for their public relations (PR).

### 3. 4. 2 Implementation of the Philosophy

To ensure there is this balance between philosophy and practice, the institutions should follow the steps described by the author. Naturally, the first step is to reevaluate the current philosophy and to state a new purpose for higher education in media and promotion provided by the institutions. Subsequently it is important to make the first practical steps that would begin to diminish the domineering role of utilitarian education. The research has provided data that allows making more concrete recommendations to each institution about what the first stage should be and preparing space for more revolutionary changes that would slowly follow.

- *Critical and Reflective Thinking at The Faculty of Multimedia Communications*

The Faculty is unique thanks to its broad curriculum that consists of liberal arts units, thus it has head start compared to other universities. However, the units are based on a descriptive approach which does not provide enough space for students to explore, to question, to critically and reflectively think about what is being taught and how it relates to their own personality, beliefs, values, attitudes, and behaviours. Rather than one-way communication during the lectures and general debates on set topics within the seminars, the classes should draw upon students' own experiences and opinions. The teacher ought to be a facilitator, a change leader, who encourages students to doubt their current views. Therefore, the improvements at the Faculty of Multimedia Communications start with the further education and motivation of teachers.

- *Liberal Arts Unit(s) at the Media School*

In contrast to FMC, teaching and learning in the Media School is based on critical and reflective thinking. However, the focus on students' inner and moral development is insufficient. The majority of teachers are used to carrying out open discussions with students and encouraging them not to take for granted either what is being taught nor their own subjective points of view. Therefore teachers of specialised units have a predisposition to include fruitful debates about students' understanding of their moral and



civic (professional and personal) commitments to society. Nevertheless, teachers do not have enough room or motivation to truly do so. The researcher suggests the inclusion of separate units addressing this gap into the curricula. This would help the institutions to ensure that the opportunity to develop overall is provided to each student.

- *Social Projects at Sup De Pub*

Lastly, Sup De Pub is the most practically focused school without any notion of liberal education. The most reasonable recommendation seems to be encouraging students to organise socially orientated real-world projects without being marked or competing against each other. The project would last for longer and it would be supervised by teachers. The staff would enrich students' experience with debates, provoking them to think about themselves and their roles in today's world and with activities improving students' social and soft skills.

### 3. 5 Conclusion of the Project Part

The project part brings a philosophy of media and promotional studies that might seem too visionary. That is why the author introduces several practical examples of how it could be used in practice. Even though these examples could be criticised for their generality, the author states that they have potential to serve as a guide for the individual needs of different higher education institutions. A philosophy that is being understood and applied in the same way by everyone is not a philosophy but specifications.

# Conclusion

The thing being made in a university is humanity... What universities... are mandated to make or to help to make is human beings in the fullest sense of those words – not just trained workers or knowledgeable citizens but responsible heirs and members of human culture... Underlying the idea of a university – the bringing together, the combining into one, of all the disciplines – is the idea that good work and good citizenship are the inevitable by-products of the making of a good – that is, a fully developed – human being.

Journalist Wendell Berry

(1987, cited by Palmer and Zajonc, 2010, p. 1)

Since the application of a philosophical approach provides enough room to be curious about everything and to doubt each element of the current systems, it is important to evaluate what is the most significant issue and to concentrate all thoughts around it. Despite the thesis' sizeable extent, the main message is simple: the purpose of higher education in media and promotion should be to provide students enough space, time, resources, motivation, and support to fully develop as noble, literate human beings and noble, skilful professionals and citizens for their own as well as the world's well-being.

The thesis grounds the idea in the literature review that points out a need for a balance between liberal and utilitarian philosophy of higher education in general, and in media and promotional studies in particular. It had seemed slightly abstract before the primary research was conducted. The cross-cultural case study has discovered, however, that although the higher education settings tend to omit the education of student as a whole with his or her moral and civic consciousness, students demand to be personally enhanced through higher education. The graduates who could already examine in practice their learnt knowledge and professional as well as social skills stated that university was a transforming experience on which they base their current actions and attitudes. Therefore it can be stated that media and promotional studies have a potential to implement the philosophy in practice.

The best starting point is through further education and training of teaching staff. Both the literature and the research indicate the importance of teachers' personal and professional performance in students' lives. Teachers have been discovered to be crucial for the overall learning experience and the long-term motivation of students to be constantly improving. Nevertheless, in order to do so, teachers would have to explore their own inner commitments that would guide their actions and lead to a greater and more strategic impact on students. The author suggests that this would be worth further research, including more teachers into a sample.

In consideration of the philosophy's novelty and the uniqueness of its cross-cultural focus on the philosophy of media and promotional studies, the author notes that the philosophy represents rather a cluster of transformable ideas than verified techniques. It can serve as the first push towards new ideas about what the purpose of higher education in media and promotion is and should be in the 21<sup>st</sup> century and beyond. For instance, the author presented the research findings and conclusions at the Media, Communication and Cultural Studies Association Postgraduate Network Annual Conference 2011 held in June in the United Kingdom, Bournemouth. The audience consisted of international postgraduate students, researchers, and university teachers who responded with curiosity and positive feedback. Thus there is a space for the philosophy to be beneficial for both theory and practice of media and promotional studies. After all, as Karl Marx wrote (1845):

The philosophers have only interpreted the world, the point is to change it.

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#### PROJECT PART

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#### CONCLUSION

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## Appendices

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APPENDIX 1	Ancient Higher Education
APPENDIX 2	Liberal Arts
APPENDIX 3	Medieval Higher Education
APPENDIX 4	Industrial Revolution and Higher Education
APPENDIX 5	Media School BA and MA Course List
APPENDIX 6	INSEEC Group
APPENDIX 7	Sup De Pub
APPENDIX 8	Salzburg Academy on Media and Global Change
APPENDIX 9	Open Coding Example
APPENDIX 10	Prize Salvator
APPENDIX 11	Example of Powerful Media and Promotion Bodies
DVD1	Audiovisual Appendices
DVD2	Philosophy of Media and Promotional Studies (Audiovisual Presentation of the Project Part)

APPENDIX 1 Ancient Higher Education



*(History Collaborative, online)*





APPENDIX 3 Medieval Higher Education



*(Wikipedia, online)*

APPENDIX 4 Industrial Revolution, Higher Education in Advertising and Journalism



*(Wikipedia, online)*

## APPENDIX 5 Media School BA and MA Course List

<p><b><u>Computer Animation Courses - NCCA</u></b></p> <p>Our Computer Animation Courses are taught within the National Centre for Computer Animation (NCCA).</p> <p><u>BA (Hons) Computer Animation Arts - NCCA</u></p> <p><u>BSc (Hons) Software Development for Animation, Games and Effects - NCCA</u></p> <p><u>BA (Hons) Computer Visualisation and Animation - NCCA</u></p>	<p><b><u>Animation Courses - NCCA</u></b></p> <p>Our Computer Animation Courses are taught within the National Centre for Computer Animation (NCCA).</p> <p><u>MA 3D Computer Animation - NCCA</u></p> <p><u>MSc Computer Animation and Visual Effects - NCCA</u></p> <p><u>MA Digital Effects - NCCA</u></p>
<p><b><u>Advertising, Marketing &amp; PR Courses</u></b></p> <p><u>BA (Hons) Advertising (2012 entry)</u></p> <p><u>BA (Hons) Advertising with Marketing Communications (2011 entry)</u></p> <p><u>BA (Hons) Marketing (2011 entry)</u></p> <p><u>BA (Hons) Marketing Communications (2012 entry)</u></p> <p><u>BA (Hons) Public Relations</u></p>	<p><b><u>Advertising, Marketing &amp; Communications Courses</u></b></p> <p><u>MA Advertising and Marketing Communications</u></p> <p><u>MA Public Relations</u></p>
<p><b><u>Journalism &amp; Communication Courses</u></b></p> <p><u>BA (Hons) Communication and Media</u></p> <p><u>BA (Hons) Multimedia Journalism</u></p> <p><u>BA (Hons) English</u></p> <p><u>BA (Hons) Politics and Media</u></p>	<p><b><u>Journalism Courses</u></b></p> <p><u>MA Multi-Media Journalism</u></p> <p><u>MA International Journalism</u></p> <p><u>MA Journalism and New Media</u></p>
<p><b><u>Media Production Courses</u></b></p> <p><u>BA (Hons) Interactive Media Production</u></p> <p><u>BA (Hons) Radio</u></p> <p><u>BA (Hons) Scriptwriting for Film and Television</u></p> <p><u>BA (Hons) Television Production</u></p> <p><u>BA (Hons) Film Production and Cinematography</u> - Wiltshire College Salisbury</p> <p><u>BA (Hons) Photography</u> - Wiltshire College Salisbury</p>	<p><b><u>Media Production Courses</u></b></p> <p><u>MA Cinematography for Digital Film and Television</u></p> <p><u>MA Directing Digital Film and Television</u></p> <p><u>MA Post Production Editing</u></p> <p><u>MA Producing Film and Television</u></p> <p><u>MA Radio Production</u></p> <p><u>MA Screenwriting - not recruiting for 2011</u></p> <p><u>MA Sound Production for Film and Television</u></p> <p><u>MA Scriptwriting</u></p>
<p><b><u>Research Degrees</u></b></p> <p><u>Doctor/Master of Philosophy (PhD/MPhil)</u></p> <p><u>Professional/Engineering Doctorate in Digital Media (DProf/DEng)</u></p> <p><u>Professional Doctorate in Creative Industries (DProf)</u></p> <p><u>Doctor of Education (Creative and Media) (DEd)</u></p>	<p><b><u>Media Management Courses</u></b></p> <p><u>Master of Business Administration (MBA)</u></p> <p><b><u>The Centre for Excellence in Media Practice Courses</u></b></p> <p><u>MA Creative Media Practice (online)</u></p> <p><u>MA Creative and Media Education (online)</u></p>

*(BU, online)*

APPENDIX 6 INSEEC Group



*(INSEEC, online)*

APPENDIX 7 Sup De Pub



(Sup De Pub, online)

APPENDIX 8 Salzburg Academy on Media and Global Change



APPENDIX 9 Open Coding Example

Audio: 18\*  
 Respondent: Teacher  
 Audio Length: 22:21  
 \*(1 pilot + 17 used)

THE TRANSCRIPT OF INTERVIEW 17

Sample shortened by the researcher for the thesis' Appendix

Questioner (Q)

Respondent (T2)

- Liberal philosophy
- Utilitarian philosophy
- Intra-personal / moral development
- Role models / adaptive change
- Quotes (for thesis)
- \* Additional = EMERGING notes

Q Thank you once more for your willingness to participate in my research. Like I have already said, you are not going to be named, the tape record is needed only for transcribing, and the transcripts will be used strictly for an academic purpose. Can we start now?

T2 Yes

Q The first question is what are your teaching aims?

A Liberal philosophy  
 I don't feel very comfortable with viewing education that pragmatically just providing people with a set of skills, because fundamentally for me school, university, they are (liminal spaces) they're spaces where you're negotiating, if you like, a sense of who you're going to be. Because it's a process of transformation you try to be an agent, a positive agent in that process of transformation and I don't have a model of well, when you graduate this is the kind of person I want you to be, but think about the person that you want, what kind of person, what kind of practitioner do you want to be when you finish this, and aim to become that model and that person and that's what you're doing and be in the few months that you have with us. So I think my main aim so the transformation of students... [Shortened by the researcher]

Universities / school are something more → duty should go beyond

LIBERAL + CHANGE → teacher → plays important role → has to listen, try to understand what is inside of students, what they hope, dreams → she/he has to listen and guide them → challenge them

utilit.  
 → going to be as human being  
 → "change leader"  
 → students have to discover → teacher as a guide on that journey → PROVOKE  
 → vision-commitment  
 → having / creating a vision in students of who they want to be → in consistency with Quinn's commitments → this will give students direction  
 but teacher has to help



Q What are your teaching techniques, how do you try to achieve your educational aims?

T2 I wouldn't say it's nurturing it's just being a facilitator an agent of help and going alongside with your students on that journey if they wish to go on that journey. Not all

Liberal education  
→ free → up to them  
what they want

It is out of place  
in utilitarianism  
education, not  
in liberal

liberal-  
education of the  
whole person

students want to do that, I mean a lot of students don't want to be transformed, they're perfectly happy with who they are... But I mean that sounds so philosophical and perhaps a bit out of place if you're teaching something like consumer culture and behaviour, you know, what is that all about. And it's wonderful when you see that change in that, you're starting to see yourself differently and acting differently and thinking differently. So that's what makes me a happy person, it also makes me very sad when you don't see that happening and you put so much effort, but then we have to accept that that's not that person's aspiration... [Shortened by the researcher]

she sees her role as very serious, she is aware of more partners influence  
teacher's role in students' personal and professional development  
# A need for students' willingness to improve, to go further to develop  
good to philosophise!  
→ embedded in unit → as BU school in their philosophy  
= commitment = taking it personally  
HER COMMITMENT  
SELF-AWARENESS  
change  
behavioural and cognitive, SPIRIT  
teacher's effort  
needs students' participation

Q Can I ask you, how do you provoke students' reflecting on themselves like you said?

T2 Well, I suppose... I always have time. I always have time for people that are in need and for people that really want to learn, you know. I have all in the time in the world if you are generally interested, let's discuss this. I don't have time for time wasters or I don't have time for people that are, you know, the pragmatic kind of questions I think sometimes bores me...

Her motivation is students' interest

Everything is connected to her own philosophy, how she understands her role as teacher, practices, her commitments → she first thinks about how she should be and then how to care for the good of students  
it's not forced → education - institutions should try but they cannot promise anything → needs to motivate students  
e.g. just as she says to get a good mark, instead of being curious

Q Last question is what role according to you should universities and their staff play in student's lives and society?

T2 Maybe I have rose tinted eyes, and that if you think about an old school model, when people in medieval times went to, or the lucky few that were able to get into universities it was about transformation, it was being presented with some interesting ideas and being challenged and having just the constant dialogue. And I think what ultimately you want to produce is people that are, not only intellectually enriched but they have the capacity to enrich their own lives and the lives of others hopefully... wouldn't it be great if you came in here and you felt transformed...

she think liberal education should be part of current universities' philosophy

perceive as 'ideal'  
before the industrial revolution, highly selective → they were lucky! → students don't feel like that anymore  
similar to Comenius' theory from Ethics of Education  
HER AIM → that should be general aim  
→ she talks about teachers' role, not uni → it's important what philosophy they hold, their inner impulse - Russell's theory

APPENDIX 10 Prize Salvator



*(Cena Salvator, online)*

APPENDIX 11 Example of Powerful Media and Promotion Bodies



*(Google Search, online)*