A Comparative Analysis of Journalism Training Websites With the Aim of Developing A Local Model For Iran

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ABSTRACT

Background: The present research seeks to develop a local Iranian model for designing journalism training websites offering online journalism courses for the trainees of the field. Objective: To this end, the researchers have employed three fields of science; namely social communication sciences, educational sciences, and computer science and web design. Considering given definitions for key words such as online training, Internet and cyberspace, journalism training, this study presents a brief history of journalism. In order to theoretically develop the research, various educational technology theories such as “Development and Futurism”, “Social Reconstruction”, and “Diffusion of Innovations” are used. Results: Data collection for this research was done by interviewing experts of social communication sciences, educational sciences, experienced journalists, and web design professionals. In this research, two Iranian websites and two international websites providing journalism training content were comparatively studied. Conclusion: In the end, after performing coding operations on the interviews conducted with the experts and extracting the main axes of those interviews, a local model consisting of three aspects, namely educational technology, website content, and technical issues, was achieved.

INTRODUCTION

The Internet has created new challenges in the field of education, and has been increasingly regarded as an appropriate platform for education in the recent years. Online training, computer-based training (CBT), Internet-based training (IBT), and web-based training (WBT) are among the names used for the modern training methods. Teaching and learning are about to undergo a revolution in the coming years. Humanity is pushed toward this major revolution in education by current software and hardware possibilities [2].

Online training has been discussed since 1990. Having taken effective steps in the field along with the development of the related equipment and possibilities in the past decade, online training has now reached a milestone, such that currently it is essential for those involved in education to be familiar with the modern systems and instruments. We believe that only those human societies can attain power and self-realization that consider various variables of their educational system. Online training possibilities have provided great opportunities for those involved in education to put into effect the most comprehensive education programs based on the latest available technologies in their respective organizations and institutions [3].

The pace of progress and developments made in the field of Information and Communications Technology is so striking that it seems to bring about fundamental changes in different aspects of human life, notably in education and learning, in the near future. Potential opportunities and challenges created as result of those changes have become the focus of discussions and debates among the scholars. While some scholars believe that the introduction of those new technologies in the field of education can expedite learning and consequently threaten the dominance of traditional educational institutions on it, others claim that this can lead to degradation of the quality of education as well as elimination of jobs and useful human relations. Furthermore, some other scholars consider it necessary to differentiate between “virtual” and “real” education as two completely different worlds. From this perspective, reducing tangible communication and replacing it with virtual communication in the online training process is followed by dangers and challenges. Nevertheless, it is important to know how to transform those problems to opportunities for expanding human relations and the atmosphere of friendliness.
among individuals in educational and scientific environments by finding appropriate solutions. To achieve this, it is essential to acquire the needed information on the features of online education and the Internet in general [6].

Problem statement:
There seems to be at least three trends that have contributed to the overhaul of educational systems and the alteration of traditional educational schemes, and consequently the growth of tendencies toward e-learning.

a) Economic and social developments resulted from globalization and major economic, social and political developments:
Those developments have been followed by changes including renewal and restructuring of capitalism, technological innovations, changes in the production system, and economic globalization, and changes in ways of thinking and social life of humankind. Regardless of different, and sometimes conflicting views on globalization and its desirable and undesirable consequences, and regardless of whether economic and social changes are considered as result of globalization or as reflection of modernization in industrial society and the emergence of postmodernism, intangible assets such as knowledge and information are undeniably critical resources for and key factors in changes of today's human society [11].

b) Transformation of learning theories and educational schemes:
Thanks to the expansion of theories and ideas in the field of human cognition and the increasing awareness regarding superior cognitive activities such as problem solving and critical thinking, the world has seen a shift from education toward learning and education of learner-centered and interactive learning in the recent years. Among those ideas and theories are the functionalism of John Dewey and the self-regulation of Albert Bandura. Although the question which theory has more influence on educational systems and education/learning trends may not have a clear, definite answer, by extending what Thomas Kuhn has said in his book “The Structure of Scientific Revolutions” (1973) it can be concluded that older theories and methods are unable to solve new problems. Therefore, educational systems and experts of the field are increasingly relying on new learning theories in order to solve present and future human problems [7].

c) Development of information and communications technology:
Today, online training is among the most advanced, effective, and reliable methods of education and in the development of individual and social education. As the newest method of education, online training has been able to eliminate several requirements and limits including personal presence at certain time and place, high costs, and limited access to resources among others [9].

In general sense, online training involves the use of various web-based or distributed devices for educational purposes. Other titles such as distance learning, online learning, learning management system (LMS), course management system (CMS) each involve different aspects of online training.

Necessity of the research:
The importance of online training lies on the characteristics of this type of education, which include:
• Promoting self-directed learning, which leads to interaction and collaboration between teachers and learners, and among learners in a virtual classroom.
• Leading to implicit learning, discussion and debate. According to Yang and Bush, a virtual classroom is not only a medium for transferring learning material to the learners, but also a dynamic, meaningful, and active environment for others. Moreover, teachers are able to control the process of learning and teaching as in a traditional classroom [12].

Research objectives:
The objectives pursued by this research include assessing strengths and weaknesses of journalism training websites in terms of education quality, content currency, and graphics and aesthetics, in addition to providing improvement recommendations for Iranian websites in order for them to increase their capacity and adjust themselves to the needs of the time. Those objectives are categorized as primary and secondary objectives: Primary objectives
• Developing a local Iranian model for a journalism training website
• Achieving localized scientific content by designing a local model for a journalism website
• Providing an appropriate model for creating further user interactivity in journalism training websites
Secondary objectives:
- Achieving an appropriate localized method for journalism training in an electronic environment
- Achieving an optimal state for website load speed in terms of using extensions and other technical aspects while taking into account the available Internet speed in Iran

Research questions:
- What syllabi and courses are in priority when developing a local model for online journalism training?
- Taking into account the journalism training topics (journalism basics, news, editing, reporting, etc.), what order of topics is appropriate for an online journalism course?
- What strategies can be suggested for creating more user interactivity in a journalism training website and for holding regular online exams?
- What method is appropriate for achieving a desirable outcome in online training?
- Taking into account the Internet speed and users' knowledge in Iran, what scheme can be suggested for a journalism training website design?

Operational definition of the research items:
Interaction between teachers and learners:
The interaction between the teacher and the learner can be achieved through two different approaches:
Teacher/institution-centered approach and learner-centered approach

The optimal method of education in an electronic medium:
In general, there are two methods for electronic and non-electronic education: synchronous method and asynchronous method. Asynchronous education refers to programs that are time-independent. In other words, individuals can access the desired program at any time and as many times as they want. In this type of education, there is no live teacher present and communication between individuals does not take place in real time. In contrast, synchronous education refers to programs that are time-dependent, in which communications take place in real time, and there is no delay in content presentation. In other words, in this method individuals will not have access to a program after the specified time of presentation, unless it is presented again at another time [13].

Intended syllabi and courses:
In a local model for online journalism training course, various topics should be included in the syllabus, including Persian grammar and orthography, report writing, blogging, interviewing, news familiarity, essay writing, journalism ethics, press law, graphic design and page layout, crisis journalism, study of trends in the modern history, history of Islam, study of red lines, note taking, news writing, online journalism, ethnographic journalism, religion journalism, introduction to domestic and foreign media, introduction to social networks, citizen journalism, speed typing, photojournalism, review writing, and Islamic media ethics. When developing such model, latest issues in journalism training should be given priority.

Website design from a technical perspective:
The need to employ extensions and other indicators of better usability and interactivity suggests that features should be built into the website that enable streaming movies, taking electronic exams, interactivity, creation of user accounts, public availability, offline access, sending content through email, chatting with the teacher, data downloading, content rating, being multilingual, use of PDF, use of presentations (for example PowerPoint presentations), providing up-to-date information, and providing a user's manual for the website.

Instruments used in online training:
Text:
Text plays a special and important role in electronic training courses. One problem in this regard is that since most online course executives present the educational content by displaying them as text on a computer screen, the maximum amount of interactivity between the course and the learner is limited to reading the text on the screen and then clicking for the next page. To use text more efficiently in online training courses, it should be given more weight and significance. There must not be more than six lines of text per page. To present the course content more effectively, other elements and possibilities should be employed along with text. Text must not be displayed as animation on the screen. Periodically displaying or not displaying text based on feedback from learners, or placing text in certain parts of pages based on different educational situations can lead to positive educational results. For instance, in case of receiving wrong answers to questions from learners, a text comment can inform them of the type of their error in a short time. All text used in a course should be indexed properly so that learners are able to access them through search tools [10].
Audio:
Using audio in appropriate situations can have positive effects on education. Optimal combination of text and audio increases the ability to store and restore data to or from memory. The location and the size of audio data intended to be combined with other types of data in an online course should be carefully considered. In web-based courses, appropriate amount of bandwidth should be available for audio content delivery. Audio should only be used as supplementary educational resource in online courses. Inappropriate usage of audio (both in terms of priority and in terms of amount) will result in negative impact on education and will defeat its primary purpose [8].

Methodology:
Considering the available possibilities and the research subject, interviewing was found to be the proper method for data collection. In addition, the use of this method for data collection is more compatible with the theoretical framework and the research hypotheses. "Interviewing is a data collection method in which needed data are gathered through direct communication between the questioner or the researcher and the respondent. In fact, interview is a two-way conversation which begins with a question raised by the questioner in order to obtain information on the research subject. This can be done face to face or through remote instruments such as telephone” [5].

There are different approaches to the categorization of different interviewing methods. Hafeznia's approach proposes two methods: formal interview and informal interview. Another approach, introduced by Uwe Flick, proposes multiple methods, including “focused interview”, “semi-standardized interview”, and “problem-centered interview” [4].

The study sample population includes Iranian professors, experts, and scholars of communication, education, and computer science. Using the purposive sampling method, the researchers have selected five communication professors, five journalism and journalism training experts, five educational science and technology professors and scholars, and five computer science experts specialized in web design, who provided thorough answers to the questions through interview.

After finishing data collection, the main criteria were extracted from the questionnaires and analyzed using qualitative analysis methods. Data analysis was done using open coding, then axial and selective coding. During the open coding process, data were broken down into fragments and converted to concepts. Then, the categories resulted from the open coding were refined and segregated. In other words, during the axial coding, categories that were more relevant to the research question were selected from the resulting codes. Finally, after performing those two codings, the selective coding was used to achieve a local model. During this process, the main subject of the study, that is the development of a local model for a journalism training website design, was considered as a specific item, rather than a specific person or an episodic interview.

Results:
The comparison between Iranian and international websites that are active in journalism training was done from two perspectives, namely content and technical aspects. In this research, two Iranian websites, namely Cyber Journalism Training (www.cjt.ir) and Newsbaan (www.newsbaan.com), and two international websites, namely Poynter's News University (www.newsu.org) and BBC iLearn (www.i-learn.co.uk) were analyzed and comparatively studied. Those websites were selected with the available resources in mind. Content-related criteria were extracted from journalism syllabus and interviews conducted with social communication sciences scholars. Technical criteria were extracted from interviews conducted with computer science and web design experts. Those criteria were then comparatively analyzed. [16,17].

Comparison of content-related aspects between Iranian and international journalism training websites:
At this stage, the educational content of two Iranian websites, CJT and Newsbaan, and two international websites, Poynter's News University and BBC iLearn, were analyzed based on the criteria taken from the questionnaires and journalism syllabus.

Table 1: Comparison of content between Iranian and international journalism training websites

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>CJT</th>
<th>Newsbaan</th>
<th>Poynter's University</th>
<th>News BBC iLearn</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Persian grammar and orthography</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>Report writing</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>Blogging</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>4</td>
<td>Interviewing</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>News familiarity</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>Essay writing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>Journalism ethics</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>8</td>
<td>Press law</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Taking into consideration the above criteria in the website design can be helpful in covering the weaknesses of the aforementioned websites when developing a local model for a journalism training website. However, according to some communication professors, certain essential indicators were lacking in all the studied websites. According to those professors, those essential but absent courses were crisis journalism, ethnographic journalism, religion journalism, and study of red lines.

Comparison of technical aspects between Iranian and international journalism training websites:

At this stage, technical aspects, graphical interface, possibilities provided, and extensions of two Iranian websites, CJT and Newsbaan, and two international websites, Poynter's News University and BBC iLearn were comparatively studied. Table 2 shows web design criteria, especially those related to online training.

Table 2: Comparison of technical aspects between Iranian and international journalism training websites

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>CJT</th>
<th>Newsbaan</th>
<th>Poynter's News University</th>
<th>BBC iLearn</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Movie streaming</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Flash</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>Category</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Podcast</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Electronic exam</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>Interactivity</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>Text</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>8</td>
<td>User account</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>9</td>
<td>Offline access</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Possibility of sending content</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>11</td>
<td>Possibility of chatting with teacher</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Possibility of downloading and saving data</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>RSS feed</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>Public availability of content</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>Content rating</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>16</td>
<td>Being multilingual</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>17</td>
<td>Making use of PDF</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>Making use of PowerPoint slides</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Providing content in line with world's latest technology</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>Website user guide</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

Introducing the research items:

The research items include content-related issues, communication of trainer and trainee in an online environment, use of various educational methods, graphical interface, and website aesthetics. As regards content, new topics such as citizen journalism, crisis journalism, religion journalism, minority journalism, and others were taken into account in addition to the main journalism training topics.

Interaction between teachers and learners:
The interaction between the teacher and the learner can be achieved through two different approaches: Teacher/institution-centered approach and learner-centered approach. After discussing the characteristics, advantages, and disadvantages of each method, the proper one for an online environment for journalism training will be determined based on the questionnaires answered by education experts.

Teacher/institution-centered approach:

In usual educational situations, the trainer presents the topics of education to the class as outlined in syllabus. Classes are held at certain times and are run during certain periods of time. Teaching is done face-to-face and methods are usually fixed. The whole system often involves an educational institution with routine activities and no attempt at creating or using new and different educational methods.

Learner-centered approach:

In contrast with teacher-centered approaches, which are completely under control of teachers and institutional factors, learner-centered or student-centered approaches are designed with the aim of creating a flexible system to prepare students for individual learning methods. In such approaches, teacher and institution do not play a central role; but a rather supportive role [1].

Many approaches have emerged and are used at different levels of education. Those approaches vary from system to system. In systems that are designed for individual learning, learners may be of any age and background and can get educated at any time, place, and any level that suits them—and not necessarily the institution. Such systems are called “Open Learning Systems”.

The optimal method for an online medium:

The question the educational science scholars were asked regarding this matter was which of the two training methods they preferred for an online training session. The subjects presented different arguments for their preferred methods. It was argued that there are situations where a synchronous class is more favorable, and that merely cutting the transportation costs is not enough to justify an asynchronous class in those cases. Although technology provides interactivity between teacher and learners, as well as among learners, the resulted interactivity is not as natural and personal as that of a physical classroom. Thus, when high levels of interactivity or teamwork are needed, merely relying on a web-based classroom may not transfer all of what was intended to be transferred during an educational process. In addition, the number of learners who can attend an online class with certain levels of interactivity is often less than that of a face-to-face situation. Consequently, some of the savings made are lost due to the increased number of times the same content must be presented.

According to the educational technology experts, asynchronous courses require deeper understanding of educational design and their development costs are higher than that of synchronous courses, which while having important design considerations, are more focused on transferring educational content. However, in cases where this transfer can be only done at the expense of design, a reduction in the course quality is likely. On the other hand, there are cases where moving from a classroom-based course to an asynchronous approach is preferable. The advantages will increase when instead of employing the same old method, the course is designed from scratch in order to exploit the newer transfer technologies as much as possible. More importantly, further innovative methods can be used in employing this approach, which can result in increased learning quality in addition to saving on transportation costs. Many of those features can be combined for more complex applications. In fact, proper use of technology can be applied to extend education beyond the classroom walls and encourage learners to cooperate further. However, using technology solely for distribution is in fact a fake achievement lacking social richness and interactivity of a classroom and can never replace it.

Considering the arguments for and against synchronous and asynchronous methods and advantages and disadvantages of each method, after performing coding operations on the conducted interviews, it was found that most scholars believe that the asynchronous method should be used in online environments in order to eliminate the problem of time. On the other hand, one of the scholars considers interactivity while arguing for the synchronous method. The scholar suggests that software can be used to simulate a classroom environment.

It seems that in order to develop a local model for journalism online training, a new approach should be invented. Since journalism and its education require tight, up-to-date connection with actual news media, and that daily news distributed throughout the global media can contain educational content and journalism techniques and tactics, we suggest using asynchronous methods to eliminate the problem of time and extend the time of exposure to media. But at the same time, we believe that educational institutions should allocate a certain period of time once a week to study and discuss the important educational points found in the recent news in order to increase the interactivity between teachers and learners while also creating more involvement with the media, thus compensating the disadvantages of the asynchronous method.

Syllabi and courses:
Taking into consideration the research findings resulted from the comparison between two Iranian and two international websites, as well as data obtained by interviewing communication and social science experts, the following courses are suggested as educational indicators:

- Persian grammar and orthography, report writing, blogging, interviewing, news familiarity, essay writing, journalism ethics, press law, graphic design and page layout, crisis journalism, study of trends in the modern history, history of Islam, study of red lines, note taking, news writing, online journalism, ethnographic journalism, religion journalism, introduction to domestic and foreign media, introduction to social networks, citizen journalism, speed typing, photojournalism, review writing, and Islamic media ethics.

**The proposed model for website design from a technical perspective:**

From a technical perspective, the need to employ extensions and other indicators of better usability and interactivity suggests that features should be built into websites that enable streaming movies, taking electronic exams, interactivity, creation of user accounts, public availability, offline access, sending content through email, chatting with the teacher, data downloading, content rating, being multilingual, use of PDF, use of presentations (for example PowerPoint presentations), providing up-to-date information, and providing a user's manual for the website.

After consulting experts of web programming and web design, and taking into account various limitations facing Iranian users, including low speed, the following criteria are suggested for designing a journalism training website:

**Choosing an appropriate website address:**

Since Internet users are afraid of long website addresses, partly because they are hard to recall, short website addresses are preferable.

**Website content categorization:**

It is suggested that website design use a clear and simple scheme to organize website content for users in a way that they are able to easily navigate to different sections and retrieve desired content.

**Sitemap:**

Sitemap is a simple page that illustrates website content in an organized way. Generally, the page contains a hierarchically classified index of website, which can be browsed by users to find the needed content. Sitemaps are particularly helpful when users are unable to find certain pages.

**Strategies for increasing website load speed:**

Taking into account the low Internet speed in Iran, this is a particularly important issue. Website response time is considered as one of the most important factors leading to a website's success. While this is also true in countries with high Internet speed, it is a rather crucial issue in countries like Iran that have forbidden offering Internet services faster than 128 kbps for home users. Since lower page sizes result in higher load speeds, in conditions like that of Iran, a lightweight website can offer several advantages over other heavier websites, including higher user satisfaction, lower server loads, and lower costs of bandwidth.

**Discussion and Conclusion:**

In the end, developing a local model for designing and running a journalism training website should be regarded from three aspects, namely educational methods and technologies, content, and technical issues. Regarding educational methods, with the advantages and disadvantages of synchronous and asynchronous methods in mind, the asynchronous method should be used to eliminate the crucial problem of time, while the synchronous method should also be considered in online training courses to retain the high level of interactivity. In this regard, special software can be used to simulate a classroom in an online environment. A local model for online journalism training seemingly requires the invention of a new approach.

Since journalism and its education require tight and up-to-date involvement with actual news media, and that daily news distributed throughout global media can contain educational content as well as journalism techniques and tactics, we suggest using asynchronous methods to eliminate the problem of time. But at the same time, we believe that educational institutions should allocate a certain period of time once a week to study the important educational points of the recent news in order to increase the interactivity between teachers and learners while also creating more involvement with the media.

According to the interviews conducted with the scholars of communication sciences and journalism, there are courses that should be considered in journalism training in addition to the fundamentals and main courses of journalism. Those additional courses include blogging, crisis journalism, study of trends in the modern history, history of Islam, study of red lines, online journalism, religion journalism, introduction to domestic and foreign media, introduction to social networks, citizen journalism, and speed typing.
From a technical perspective, the need to employ extensions and other indicators of better usability and interactivity suggests that features should be built into the website that enable streaming movies, taking electronic exams, interactivity, creation of user accounts, public availability, offline access, sending content through email, chatting with the teacher, data downloading, content rating, being multilingual, use of PDF, use of presentations (for example PowerPoint presentations), providing up-to-date information, and providing a user's manual for the website.

**Implications for future research:**

One of the important parts of any research involves presenting suggestions and directions for future research to be utilized by researchers and related organizations. Since we believe that scholarly works should complement each other, recommendations proposed in this section are largely results of researchers' experiences throughout the research process. Keeping in mind that citizens play an important role in spreading information in the modern world, and that those interested in journalism can improve the state and quality of the journalism in general by acquiring the needed education, we present our research suggestions with regard to different dimensions and aspects below:

- Provide courses for religion journalism
- Provide courses for ethnographic journalism
- Provide courses for review writing
- Provide courses for Islamic media ethics
- Elaborate and refine the theoretical literature in the field of online journalism training
- Conduct longitudinal studies in order to eliminate the problem of causality

**Operational suggestions:**

- Provide journalism training courses at different levels for professional journalists
- Organize e-learning seminars for communications professors and students
- Start and run helpful, up-to-date websites for journalism online training
- Distribute educational content via CD for those without high-speed Internet access
- Organize and run online journalism courses with exams and offer valid licenses at the end of courses
- Provide educational videos with acceptable quality and appropriate for users' Internet speeds
- Absorb learners with journalism e-learning licenses to media as trainees or employees, and continue educating them

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