

 ASTANA IT UNIVERSITY	MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF KAZAKHSTAN "ASTANA IT UNIVERSITY"	F-AITU-8
Graduate Model «Astana IT University»		Editorial Board 1

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GRADUATE MODEL "ASTANA IT UNIVERSITY"

Bachelor of Educational Programme 6B03201 «Digital Journalism»

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INTRODUCTION

The development of a competence model of a graduate becomes an unconditional condition for the implementation of the main directions of the Bologna process and a requirement of the modern labor market. The competency model of a graduate (bachelor's degree) is designed to answer the question of what professional tasks a specialist of a certain rank (position), this or that profile should be able to solve. The formation of a modern graduate model that meets the needs of stakeholders and all interested parties is the main strategic goal of "Astana IT University" and is provided with the necessary resources for the educational process, including staff, educational and methodological, information and material and technical support. The university pursues a targeted staff policy and systematic improvement of the material and technical base of the university to ensure the quality of training a graduate - bachelor, in demand in the labor market.

The normative-legal base of the model of the graduate - bachelor on specialities of the University is based on the following documents:

- The Law of the Republic of Kazakhstan "About Education" № 319-III of July 27, 2007 (as amended and supplemented on 11.07.2017).

- The government program of education development of RK for 2011-2020, approved by the Decree of the President of RK № 1118 from 07.12.2011.

- GMSHE № 604 from 31. 10. 2018.

- Rules "Organization of educational process on credit technology of education" (№ 152 from 20.04.2011 with amendments and additions № 563 from 12. 10. 2018).

- Typical rules of activity of educational organizations that implement educational programs of higher education. Resolution No. 181 of the Government of the Republic of Kazakhstan dated 7 April 2017. Qualification directory of positions of managers, specialists and other employees, approved by Order of the Minister of Labor and Social Protection of the Republic of Kazakhstan from May 21, 2012 № 201-p-m as amended on 17.04.2013).

1. The "Digital Journalism" direction, the current state, as well as the development and prospects of this direction.

Graduate model. The specifics of EP 6B03201 - "Digital Journalism" is to train a multimedia journalist who is ready to work in the conditions of modern "newsroom", who has skills to work in the global Internet space, who has modern digital applications for the collection, processing and rapid transfer of information. The focus of the bachelor's degree program for the media industry is practical, interdisciplinary education, and a combination of different areas of research - broadcasting, television, digital content, advertising and public relations. With the globalization of the world information space and media convergence, the format of content production is becoming diverse and complex.

The transition of the media to digital broadcasting has created new conditions for receiving and distributing news, where the Internet is the main communication source with two main new media attributes: interactivity and digital transmission. This format has expanded the possibilities of broadcasting by creating new forms and ways of transmitting information through multimedia content, experimental forms of which include video, graphics, interactivity. The development of new media transforms the work of journalists and leads to a rethinking of the relationship between journalists, journalistic organizations and their numerous social groups, especially: audiences, information sources. The boundaries of the social and psychological roles of "author-address" are eroding, and status differences are disappearing. Previously, the journalist was perceived as a more competent, authoritative figure, the primary source of information, but today the relationship between participants in the communication process has become networked, where the audience from the listener or reader becomes an active participant in the communication process. The leading quality of a web journalist is the ability to create loyal and long-term relationships with the audience, passing a certain degree of editorial control to the community. This task is implemented on different platforms of new media in different ways by universal web journalists, which are joined by so-called backpack journalists and wiki journalists. A different approach to the same issue can be traced to citizen and mobile journalists who are not professional journalists, but rather closer to the audience of new media users. The reality of new media forms new types of online journalism authors, which leads to new principles of functioning of multimedia editorial offices, blogs in response to changing priorities in this field.

Technological circumstances will continue to have a formative effect on the existence and functioning of journalism, while finally changing its nature. Social circumstances, including economic circumstances, also remain an important factor in the journalistic profession; however, unlike technological circumstances, they are not global but local - a particular society, a particular political culture has more influence than global trends. The professional competences, skills and abilities that are and will continue to be required of those who want to consider themselves (and be) journalists are changing - but the importance of these changes should not be exaggerated. Finally, organizational forms of journalism are in the hottest zone of change right now: social and economic circumstances are forcing historical forms to change; technology is radically interfering with the procedures of the journalist and editor; and the composition of competencies is being radically adjusted according to a variety of circumstances.

Any discussion of the prospects for a particular profession or activity will be incomplete if we do not go into the specific details that concern us right now - and the issues associated with them. In the case of journalism, applied issues tend to be concentrated around the following issues:

- Which professional specialization should be chosen?
- Which genre of journalism creates the greatest career and status prospects?
- What specific abilities and competencies ensure rapid career development and the opportunity to work in the best media?

First of all, it is necessary to understand: in modern society, the demand for journalism as a second specialty is growing and is decreasing as a primary set of competencies. This means that it is better to have another basic education - albeit medical, albeit engineering, albeit economic - and then to master the profession of communicator. Such specialists will obviously be in great demand on the labour market.

Secondly, in the concept of "digital journalism" it means that at the same time with acquiring knowledge and skills of journalism you need to learn the protocol TCP/IP, programming languages and database management, but this knowledge and skills will not exactly hinder your professional development, as well as in-depth knowledge of sociology of the information society, cognitive psychology and graph and network theory.

The objects of professional activity of graduates of the educational program "6B03201 - Digital Journalism" are:

- domestic and foreign electronic and print media;

- domestic and foreign news agencies and news services under state and independent bodies;
- domestic and foreign publishing houses and printing complexes;
- press services of domestic and foreign state, commercial and public organizations;
- public relations structures and units in Kazakhstan and abroad;
- political, sociological and marketing research and consulting structures in Kazakhstan and foreign countries;
- advertising agencies
- web-based information structures
- entertainment services and stock market.

Graduates of the educational program "6B03201 - Digital Journalism" can work in different fields as:

- Correspondent, special correspondent for media;
- Department editor, media news editor;
- Website editor/ SMM manager;
- Content producer/copywriter;
- Analytical journalist for the media;
- Editor, editor-in-chief of electronic media, digital media;
- Leading journalist for electronic media; Editor, editor-in-chief of electronic media, digital media.

2. 2. Components when forming the graduate model of the educational program "6B03201 - Digital Journalism" (Digital Journalism).

The key components of the model formation of the educational program alumni include information on the goals and objectives of the educational program, objects, types and directions of professional activity, the expert competence model (Attachment 1), including descriptors, a variety of competencies in accordance with the educational program, the results of the educational program.

2.1 Purpose of the educational programme

The goal of the educational program is to train a digital media specialist with the skills to work with digital mobile technologies of information collection, processing and transmission, who is able to create multimedia content for media, who has innovative journalistic practices that are in demand in the modern labor market. This unique journalism EP is designed to provide professional experience and academic training to help students succeed as journalists in any environment.

2.2 Objectives of the Educational Programme

The objectives of the educational program "6B03201 - Digital Journalism" are:

- 1) Development and production of video and audio broadcasts, analytics in social networks, skills of investigation and critical analysis of news;
- 2) Application of knowledge in the field of IT technologies to develop skills and abilities to work with computer programs and mobile applications;
- 3) Application of modern digital technologies to work with open databases and create high-quality content for digital media - Internet publications, blogs, TV channels, radio channels, news agencies.
- 3) Solving standard tasks of professional activity with the use of information and communication technologies and taking into account the basic requirements of information security;
- 4) Understanding the specifics of working in a multimedia environment, mastering the methods and technologies of media product preparation in different sign systems (verbal, audio, video, graphics, animation).

2.3 General and professional competences of the Educational Programme

General and professional competences as learning outcomes are the knowledge, skills and abilities acquired at the end of a discipline or course and reflecting the requirements.

The list of General Competences (GC) and Professional Competences (PC) of the educational program "6B03201 - Digital Journalism":

GC1. Ability to understand the driving forces and regularities of the historical process, the place of a person in the historical process, and the ability to understand philosophy as a methodology of human activity, the readiness for self-knowledge, self-activity, and the mastering of cultural wealth as a factor in the harmonization of personal and interpersonal relationships.

GC2. Ability to form and develop skills and competences in the field of organization, planning and production management, ability to apply the acquired knowledge for understanding of environmental reality, ability to generalize, analyze, predict when setting goals in the professional sphere and choose the ways of their achievement with the use of scientific methodology of research.

GC3. Ability for written and oral communication in the state language and language of international communication, ability to use foreign sources of information, possess communication skills, public speaking, argumentation, debate and polemics in a foreign language.

GC4. Ability to be competent at a choice of methods of ICT and mathematical modelling for the decision of concrete problems in the field of the media industry, ability to be ready to reveal

naturally scientific essence of problems arising in the course of professional activity, and ability to involve for its decision the corresponding mathematical apparatus.

PC1. Ability to find organizational and managerial decisions in non-standard conditions and in conditions of different opinions and readiness to bear responsibility for them, ability to systematize knowledge about world and Kazakhstan legislation in the field of mass media.

PC2. Ability to use programming languages and tools for development of safe software, ability to find coding errors in information and computer system under development, ability to create, test, debug and execute programs in different programming languages.

PC3. Ability to apply the theory and methods of mathematics for construction of qualitative and quantitative models of objects and processes in natural science sphere of activity, ability to choose and apply the suitable equipment, tools and methods of researches for the decision of problems in the chosen subject area, ability to adjust and adjust hardware-software complexes, ability to interface hardware and software as a part of information and automated systems.

PC4. Ability to apply theory and principles of designing, the organization and administration of operating systems, ability to establish, debug software and to adjust means for commissioning of information systems, ability to support working capacity of information systems and technologies in the set functional characteristics and conformity to quality criteria

PC5. Ability to design the distributed information systems, their components and protocols of their interaction, ability to administer local and remote network resources, ability to use methods and means of search and elimination of problems in networks.

PC6. Ability to form and develop skills and competences in digital journalism and digital environment, functioning of multimedia editorial office, as well as to apply the terms "open data", with the field of application of "big data" in different spheres of economy, science, communications.

PC7. Ability to use in practice the peculiarities of "data journalism", peculiarities of data application in analytic and investigative journalism, peculiarities and tools of data visualization, as well as views on the process of working in digital creative industries (collection, analysis, structuring, packaging of information to prepare journalism materials for different media platforms).

PC8. Ability to use the methodology of development of measures on protection of the confidential information, ability to make out technical specifications according to requirements of the state, branch and corporate standards, to observe norms of time of performance of works, ability to prepare materials for representation to the customer, ability to use modern information and communication technologies in subject activity, ability to possess methods of management of projects and their realization with use of modern info.

PC9. Ability to analyze and identify the necessary knowledge to participate in projects to analyze large data, including information about the life cycle phases of large data analytics processes.

2.4 Matrix of correlation of educational program results with the competences to be formed

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12
PC 1	V											V
PC 2		V				V	V					
PC 3		V	V	V	V							
PC 4				V	V	V	V					
PC 5				V								
PC 6									V	V		
PC 7									V	V		
PC 8								V	V	V	V	V
PC 9									V	V	V	V

2.5 Personal qualities of a digital journalism professional

With the huge growth in digitalization of organizations around the world, there is a strong need for digital journalism professionals.

At the same time, there is already a large number of experienced data analysts and this is leading to even tougher competition in the market. Below are some personal qualities, also often referred to as soft (flexible) qualities, which are additionally embedded in the graduate model of a student so that they can position themselves as competitive and responsible professionals in the field of information and communication technologies:

1. Leadership skills - qualities that show that students have developed the skills of a leader. This quality is determined by the behavior of the student, his communication with his classmates and can be developed in the same way as professional qualities;

2. Continuous self-development skills - qualities that show how well students have developed skills for continuous development and learning. This quality is determined by how much the student is interested in improving in the disciplines in addition to what is given during the lessons. In other words, what additional materials he or she uses, how he or she shapes the questions, etc.;

3. Time management skills - qualities that show the student's ability to manage their time. This quality is determined by when he or she submits lab work, how he or she comes to class, how he or she allocates time in class, and can be developed in the same way as professional skills;

4. Friendliness and manners skills - qualities that show the student's manners and friendly attitude. These qualities are defined in relation to students' attitudes towards teachers and their classmates and can be developed in the same way as professional qualities;

5. Enthusiasm and optimism - qualities which show a positive attitude of the student. These qualities are determined by the student's mood and attitude towards learning and can be developed in the same way as professional qualities;

6. Focus - qualities that determine how much a student focuses on a particular module. For

example, if he or she constantly checks the phone or social network, then he or she is not focused on getting knowledge in a particular discipline. As in past cases, this quality can be developed as well as other professional qualities.

7. Teamwork skills - the qualities of teamwork. They are defined by the results of teamwork and show how much a student is a team player, which is a very important quality in our time;

8. Communication skills - qualities that show how well students have the skills to build a conversation properly, negotiation skills, persuasion skills, and listening to the interlocutor properly.

CONCLUSION

The market economy of Kazakhstan is increasingly moving to the digital format of management, and the state programs "Digital Kazakhstan", the program of Industrial Development of Kazakhstan and other programs positively contribute to the development of information and communication technologies. The direction of "Digital Journalism" is becoming the main and one of the most popular directions of economic development in many countries. Such concept as "digital culture based on data" is formed, where the main idea is the need to introduce new information and communication technologies in various organizations using data-based approaches. Many companies consider the digital "culture" as an important mechanism in the positive organizational environment for the development of the company. In this regard, employers' attitude towards company personnel has also changed.

High competition for vacant positions has led to the fact that professional knowledge and experience are not the only requirements for a specialist to "enter" the company. The latter is particularly true for young graduates, whose knowledge acquired in universities has not been confirmed by experience in solving production problems. The lack of such experience dramatically reduces the advantages for young people in hiring and determining the cost of their work. The risks for employers are too great. For such specialists, an important criterion for the successful completion of a job competition is the assessment of the personal potential of a young university graduate. In other words, it is important for the company how the specialist will grow and develop within the company, or what is his potential at the "entrance". In this case, the following questions remain open: what is the concept of potential, which is the guarantor of investment in the formation of the personnel reserve, or what employers expect from young specialists who have just graduated, or what can make inexperienced graduates competitive in the eyes of employers. For employers at the stage of hiring young specialists it is important to use young energy, activity, openness to new things, dynamism, the possibility to use young potential at a lower cost and easy integration into the organizational culture of the company. Thus, despite all this, the graduate should possess basic knowledge on information technologies, in particular, possess good bases of knowledge in the field of development of program systems. In addition to professional skills, the graduate should have personal qualities, or soft (flexible) qualities that will allow him or her to develop his or her career and form the qualities of business etiquette and management skills.

Despite the recognition of the undoubted advantages of young specialists, employers are in no hurry to hire them at their enterprises. There are many reasons for this, some of which may be imposed by general notions, such as: there is no stability and reliability in fresh graduates; young people lack responsibility; there is no ability to work for results (which means to "hold" the goal, find ways to overcome obstacles on the way to it, to show independence and perseverance); there is no adequacy in perceiving oneself as an employee: exaggerated expectations both in terms of salary and evaluation of one's work and the nature of the work one wants to do. Some of these factors may occur, but if the students' reality is properly formed, these factors can be minimized.

On the basis of the above, it can be concluded that for employers, in addition to special knowledge, the personal qualities of a potential employee (receptivity, dynamism, willingness to learn, readiness to start small) are the principal moments in the question of whether or not to hire a young graduate. As for the availability of higher education, many employers consider it to be a sign that a priori distinguishes a university graduate from those who do not have higher education. Thus, employers consider a young graduate as a whole as a source of activity, dynamism and modern knowledge for the enterprise, on the one hand, and on the other hand, as an alarming combination of reduced responsibility with increased ambitions. When employers decide whether or not to hire a young graduate, they proceed in principle from one of two market advantages: 1. Special knowledge, for which the market demand is high and which cannot be compensated by personal qualities; 2. special personal qualities, which are required in a market economy and which distinguish one graduate from a number of his own classmates. These qualities can make their carriers competitive even if they have obtained a specialty for which the supply exceeds the demand. Accordingly, one of the goals of the educational program is to develop in students such qualities, which are modeled in graduates of the educational program "Digital Journalism" (Digital Journalism) in Astana IT University.

Attachment 1

Competent model of the graduate (Bachelor of «Digital Journalism»)

