Comparative analysis of training trends in journalism in Chile

Análisis comparado de tendencias formativas en periodismo en Chile

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Abstract:

Objective: This work corresponds to a comparative analysis study, the units of analysis being the curricula of journalism careers in Chile. **Methodology:** The study uses a qualitative approach, with a case study of similar systems as type of research, based on a comparative analysis with a cross-sectional design. **Results:** There are coincidences in the curricular proposals, establishing training trends in journalism in Chile, and it can be said that the trends in the training of journalists in Chile have to do with the adaptation to the

Resumen:

Objetivo: *Este trabajo corresponde a un estudio de análisis comparado, siendo las unidades de análisis conformadas por las mallas curriculares de las carreras de periodismo en Chile.* ***Metodología****: El estudio emplea un enfoque cualitativo, con un estudio de caso de sistemas similares como tipo de investigación, a partir de un análisis comparado con diseño transversal.* ***Resultados****: Existen coincidencias en las propuestas curriculares, estableciendo tendencias formativas en el periodismo en Chile, y se puede decir que las tendencias de la formación del periodista*

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transformations in technologies, development of critical, reflective and analytical capacity, research capacity and interpretation of data, elaboration and production of contents, rigorous and ethical management of information, together with the capacity of adaptation and adaptation to work in different media platforms, supports, formats and journalistic genres. **Conclusion:** The coinciding competencies declared in the profiles committed by the Journalism careers in Chile, determine training trends of the professional journalist, considering the diversity of contexts, demands and training and occupational needs.

Keywords:

Journalism; educational trend; professional competence; journalist training; digital environment.

en Chile, tienen que ver con la adaptación a las transformaciones a las tecnologías, desarrollo de capacidad crítica, reflexiva y analítica, capacidad investigativa e interpretación de datos, elaboración y producción de contenidos, manejo riguroso y ético de la información, aunado a la capacidad de adecuación y adaptación para trabajar en diferentes plataformas mediales, soportes, formatos y géneros periodísticos. ***Conclusión****: Las competencias coincidentes declaradas en los perfiles comprometidos por las carreras de Periodismo en Chile, determinan tendencias formativas del profesional periodista, considerando la diversidad de contextos, demandas y necesidades formativas y ocupacionales.*

Palabras clave:

Periodismo; tendencia educacional; competencia profesional; formación de periodistas; entorno digital.

1. Introduction

Every day, human beings face the important decision of choosing the most suitable way to communicate. Dottori (2019) points to the idea that the exchange of information in its different forms is part of the intricate history of humanity, given the need for communication. Such a need for information, its transmission and communication surely gave way to what is known today as journalism, without necessarily bearing that term for the concept in ancient times (Laguna and Martínez, 2023). However, journalism as a closer concept emerged in the Renaissance, when more ordered or systematized elements such as gazettes, notices, etc. were established. Although Guillamet (2004) sets the year 1609 as the date on which the first two weekly publications appeared in Germany, it was *The Daily Courant*, the first publication recognized for journalistic purposes (Robledo -Dioses, 2017), that became the publication that divided enunciative logic between opinion and information, becoming an Anglo-Saxon school in the meantime, as it was in charge of "spreading news, spreading them daily and impartially" (Guillamet, 2004; p. 64).

Since then, journalism has been conceived as a form of social communication, as a profession and as a professional field characterized by intellectual activity (Donsbach, 2014; León-Duarte, 2019). It can be said that journalism arose from the need to inform and communicate, and that, over time, it became a profession practiced throughout the world based on the systematicity with which it began to be performed. The latter, since it has historically served as a form of social expression, conveying possible ways of transmitting information and news, aiming at the generation of conditions for human freedom, registration and safeguarding of historical memory, and development of knowledge.

In Chile, the arrival of the printing press and the first issue of the newspaper La Aurora de Chile in 1812 could be marked as a milestone, along with republican history (Silva, 1958). Later, along with the appearance of the most renowned national newspapers, another important milestone and finally consolidating act was the opening of the first School of Journalism in 1953 at the University of Chile.

The evolution and modernization of society have brought about new ways of receiving information. The way we inform ourselves in the 21st century is quite different from the ways in which people obtained information a century ago, even just decades ago. At the same time, there are major changes in the labor market, the demand for higher education, and, in this case, the journalist profession (Ruiz, 2014).

Traditional media such as the radio, press and television were, for a long time, the only way to know what was happening in the world. "Today this monopoly is shared in the new digital scenario with other mobile media and technologies" (García, 2010: 274). This makes it evident that the changes described have brought new forms of interaction in communications, allowing access and exchange of information of different kinds. Just as this addition has occurred from the mass media, it has also brought important challenges. For example: the speed of information from the digital context and cyberjournalism, the extension of communication, the diversity of content formats, the incorporation of social networks into the communication field, journalist ethics in the context of fake news, the contrasting of sources, among others (Díaz and Chaparro-Domínguez, 2018; González and Cardona-Restrepo, 2023; Imschenetzky, 2022; Tejedor et al., 2020).

In the midst of so many rapid changes, attention must be paid to the discipline of the journalist, which is understood to be affected by changes in public communications. Thus, the globalization of the media marks a turning point in the change of society, that is, the audience itself remains informed of the news event at the same moment in which it happens. According to Mellado (2009a): "The technological revolution, media convergence and the role of the consumer have transformed the rhythms and ways in which messages are produced, and with it, the forms of expression of journalism" (p. 197).

In the midst of so many rapid changes, attention must be paid to the discipline of the journalist, which is understood to be affected as a result of the transformations in public communication. Thus, the globalization of the media marks a turning point in the change of society, that is, the audience itself remains informed of the news event at the same moment in which it happens. According to Mellado (2009a): "The technological revolution, media convergence and the role of the consumer have transformed the rhythms and ways in which messages are produced, and with it, the forms of expression of journalism" (p. 197).

Thus, as a result of the emergence of technology and constant advances in the area, society evolves at a dizzying pace, causing changes, both in the way of those who deliver information and those who consume it. According to Del Fresno (2011), thanks to the development of platforms designed under Web 2.0 codes and mass self-communication, it is now possible to produce and access information in unthinkable ways, with time and geographic barriers disappearing. For this reason, and it is the premise of this research: "the professional profile cannot be the same as that of ten years ago" (Arroyo, 2011: p. 3).

Considering that, "the links between education and communication are increasingly stronger" (Musicco et al., 2023), attention is drawn to what concerns the training of journalists, and how the training needs in this field are being met, understanding the demands that are being operationalized by the same changes in the forms of communication. Given these changes, as Suárez-Villegas (2009) explained when talking about the journalist's identity crisis, it is valid to question whether, in the initial stage of studies, universities in Chile are training professional journalists who are aware of this new technological reality, including in their curricular frameworks, mechanisms and necessary tools that allow them to perform adequately in a rapidly evolving society. On this matter, Mellado (2009b) stated at the time that universities (generically speaking) are being questioned in relation to the adaptations or not, the transformations or not, that they are promoting for training in journalism, that is, the

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issue passes for the reading that the academy may be doing in relation to the transformations in communication needs. Subsequently, Mellado (2010) reiterated that: "It is normal and even required to question the role that the university acquires around the dynamics that shape the profession, the legitimacy that it currently possesses as an entity that socializes these practices, and the relative quality of these" (p. 13).

The formalization of university education has been fundamental for the professionalization of the journalist, however, it is necessary to analyze the contribution of journalism schools regarding the specialization that they are specifying, recording the value that exists in it. The latter, given that this process is flexible as it goes hand in hand with socio-professional evolution, digital cultures, and the advancement of technologies. In fact, Arroyo (2011) already maintained that, "The journalist of the future must be a versatile, multimedia professional, skilled with new technologies, specialized, with the ability to work as a team and more communicative" (p. 5).

1.1. State of the art

A review of literature warns that Sánchez (2013) carried out a comparative analysis of the curricula in the undergraduate and graduate degrees in journalism in Spain, and the results show that the academic area must be intertwined with the labor market to analyze coherence and correlation between the training of journalists and the new multimedia newsrooms, bringing the company and the university closer in terms of studies, and this because there cannot be a divorce between the professional trained by the university and the one required in the market. On the other hand, in their work, Damas et al. (2016), warns that the university must close the gaps between the digital demands of the medium and the skills that journalism professionals have acquired and developed, even more so considering elements such as artificial intelligence (AI), augmented reality, the metaverse to today (Ramallal and Micaletto, 2022). According to Umaña (in Cárdenas, 2024), AI is used in journalism for automatic transcription, as a writing assistant, for data search and analysis, as chatbots and automated assistants, for the detection of fake news and for translation. automatic, issues for which journalism students must be trained, in addition to considering the ethical issue in information processing, data analysis and production, while, according to the Diario Madrid Foundation (2023), "critically examine the implications and challenges that AI poses to the journalistic profession cannot be postponed" (sec. 1/1). Bengio et al agree on the same. (2024), and Sanahuja and López (2022), that is, there must be an ethical framework for the management of AI in journalism, whatever its manifestation.

Tejedor and Cervi, (2017), carried out a comparative investigation of 12 Communication and Journalism career study plans from the eight most prestigious universities in the world in the field of Communication. Its conclusions point to the need to reformulate study plans based on the technological transformations produced in journalism. Furthermore, they conclude that theoretical reflection cannot be minimized in the training of journalists, nor can the ability to analyze studies of the foundations and communicative processes, mainly from the perspective of new communicative scenarios. Researchers consider it necessary to plan curricular designs in such a way that they obey both the technical or instrumental use of platforms and instruments, as well as the ability to analyze, contextualize and reflect on the why and essence of the changes introduced by technology.

Gutierrez et al. (2017), developed a research that aimed to determine the perception of journalists about university training and their level of satisfaction with the latter, including aspects of technical, theoretical and practical management. They came to the conclusion that information professionals show training deficiencies after their time at universities, which translates into the need to reformulate the study programs of Communication and Journalism careers. The authors conclude that it is the universities that must configure the study programs according to the needs of the world of work, and they emphasize that theoretical training should not be forgotten, including the necessary support for the student throughout this process that goes hand in hand with the current technological environment.

For his part, Mellado (2010), in a study on the structure of journalistic employment and professional validation of its practices in the Chilean labor market, highlights the efforts of universities to include the necessary skills with greater relevance for the journalist, redefining the training strategy. They conclude by stating that "the professional skills that have the greatest development niches are those related to corporate and strategic communication, although university training continues to prioritize the development of skills associated with journalistic production in the media" (p. 104).

Regarding digital communication, the study by Ventura et al. (2018), states: "The most valued competencies are related to adaptation to changes, autonomous learning, digital specialization, creativity and teamwork" (p. 349). In fact, a systematic review conducted by Martha-Lazo et al. (2020), confirms that digital skills are in high demand in journalist training.

Bardales-Vásquez (2022) investigated the evolution of the profile of the social communicator, in terms of professional work, from the perspective of the academy, work environment and professional environment. They indicate: "the articulation between theory and practice has not been fully achieved, which means that the professional profile still continues to digress with respect to being purely theoretical or primarily practical" (p. 61), thus concluding that the profile of the social communicator does not can be clearly established. Thus, it is relevant to cite again the study by Ventura et al. (2018), which asserts that: "(...) the professional must face constant renewal and specialization in the face of the imminent gap in the most traditional skills or skills unrelated to new technologies" (p. 333). They point to the need for a balance between the knowledge received in academia and the skills required in the digital workplace.

González et al. (2023), point to a new characterization of training possibilities in the field of journalism, such as multimedia journalism, data journalism, immersive journalism, automated or robotic journalism, drone journalism "and other new specializations derived from new technologies" (p. 435), later adding: "It is, therefore, complicated to talk about the profile of the future journalist, since it is still under construction" (p. 435).

Finally, in Páez et al. (2024), based on a bibliometric review of the literature in this regard, it is noted that, although it is true that the use of AI in journalism is still incipient, it is necessary given the expansion of these technologies in the last 5 years that mark a trend suggesting its use will increase, and that, since it is journalism, will need to be thought about in journalism training schools.

For these reasons and given the new scenarios, this work makes the following question: what are the predominant approaches in the initial training of journalists in Chile? Towards which trends is the initial training of journalism in Chile heading? Based on these questions, and for the purposes of this work, the objective is to carry out a comparative analysis of the curricular proposals in the Journalism career in Chile, identifying the underlying training trends.

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2. Methodology

2.1. Research type and design

The present study corresponds to a qualitative study, and the type of research corresponds to a case study of similar systems based on comparative analysis. Furthermore, according to Goodrick (2014), "Comparative case studies involve the analysis and synthesis of the similarities, differences, and patterns of two or more cases that share a common focus or goal" (p. 1). Escott (2018) points along the same lines, arguing that this type of study aims to "collect observations of social entities or historical moments of society with the aim of studying similarities, divergences, as well as investigating their causes" (p. 57).). Thus, the present study responds to a cross-sectional design, since the systems under study were observed only once in time (Dagnino, 2014).

2.2. Context, systems and units of analysis

The study context obeys the training trends in the curricular proposals of the Journalism career in Chile. For this reason, the curriculum of the Journalism degree (from Chilean universities) was selected as the analysis system to consider, understanding that this system reports similarities. Finally, the units of analysis were made up of the generality of the curricula of Journalism careers in Chile, and additional information relevant to this research, namely: description of the major, academic degree, occupational field, requirements, graduation profile, duration and number of credits.

2.3. Premise of the study

The training of journalists in Chile reports the coexistence of several training trends.

2.4. Data extraction and procedure

Data extraction was carried out in January 2022 from the official websites of the universities, the documents corresponding to the curricular frameworks of the undergraduate Journalism career, and the additional curricular information mentioned above. Once this information was obtained, contacts were made with the universities, in the same month and year, via email, in order to obtain the data that was not displayed on the official website of each of the institutions.

2.5. Inclusion and exclusion criteria

The inclusion criteria were: universities that teach journalism courses, and courses that are accredited by the National Accreditation Commission (CNA-Chile), at the time of data extraction. Thus, the following universities were selected:

Table 1. List of Chilean universities that teach journalism

University Name
1. Pontificia Universidad Católica de Chile
2. Universidad de Viña del Mar
3. Universidad Central
4. Universidad de la Serena
5. Universidad de Playa Ancha
6. Universidad Academia de Humanismo Cristiano
7. Universidad Alberto Hurtado
8. Universidad Andrés Bello
9. Universidad Autónoma de Chile
10. Universidad Bernando Ohiggins
11. Universidad Católica de la Santísima Concepción
12. Universidad de las Ámericas
13. Universidad de los Andes
14. Universidad del Desarrollo
15. Universidad Diego Portales
16. Universidad Finis Terrae
17. Universidad Mayor
18. Universidad Santiago de Chile
19. Universidad Santo Tomás
20. Universidad Austral de Chile
21. Universidad Católica del Norte

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22.	Universidad de las Comunicaciones
23.	Universidad Adolfo Ibañez
24.	Universidad de Chile
25.	Universidad de Concepción
26.	Universidad de la Frontera
27.	Pontificia Universidad Católica de Valparaíso

Source: own elaboration (2023)

The exclusion criteria were: that the university on its web portal did not declare any data necessary for this study (description of the degree, academic degree, occupational field, requirements, graduation profile, duration, number of credits); that the university does not respond when contacted via email for a request for information. After applying the exclusion criteria, the following 14 universities remained:

Table 2. List of selected universities

	University Name
1.	Pontificia Universidad Católica de Chile
2.	Universidad de Viña del Mar
3.	Universidad de la Serena
4.	Universidad Academia de Humanismo Cristiano
5.	Universidad Autónoma de Chile
6.	Universidad Católica de la Santísima Concepción
7.	Universidad del Desarrollo
8.	Universidad Diego Portales
9.	Universidad Santo Tomás
10.	Universidad Austral de Chile
11.	Universidad Adolfo Ibañez

12.	Universidad de Chile
13.	Universidad de la Frontera
14.	Pontificia Universidad Católica de Valparaíso

Source: own elaboration (2023)

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2.6. Codification of competencies

The classification and coding of the competencies (Table 7) was done in a differentiated manner by the researchers, under the subsequent arbitration of three external reviewers. In the first instance, a proposal was made by each researcher, and both were reached by consensus. Subsequently, and in a second instance, the final list was presented to the three external reviewers, who raised observations regarding the designation of the competencies (coinciding and divergent), which were addressed.

3. Results

Based on the application of the exclusion criteria, the relevant data for the study were extracted, and the instructions of Pérez-Liñán (2015) were followed, based on the preparation of comparative tables that can be compiled in different formats.

Table 3. Selected universities with information on title, academic degree, duration, type and modality

University	Career	Title	Academic Degree	Duration (semesters)	Type	Modality
Pontificia Universidad Católica de Chile	Journalism	Journalist	Bachelor - Degree in Social Communication	9	Private	In person
Universidad de Viña del Mar	Journalism	Journalist	Degree in Social Communication	8	Private	In person
Universidad de la Serena	Journalism	Journalist	Degree in Social Communication	10	Public	In person
Universidad Academia de Humanismo Cristiano	Journalism	Journalist	Bachelor - Degree in Communications	10	Private	In person
Universidad Autónoma de Chile	Journalism	Journalist	Degree in Social Communication	10	Private	In person
Universidad Católica de la Santísima Concepción	Journalism	Journalist	Degree in Social Communication	9	Private	In person
Universidad del Desarrollo	Journalism	Journalist	Degree in Social Communication	8	Private	In person

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Universidad Diego Portales	Journalism	Journalist	Degree in Social Communication	9	Private	In person
Universidad Santo Tomás	Journalism	Journalist	Degree in Social Communication	9	Private	In person
Universidad Austral de Chile	Journalism	Journalist	Bachelor of Humanities and Cs. Social - Bachelor in Social Communication	10	Public	In person
Universidad Adolfo Ibañez	Journalism	Journalist	Degree in Communication	10	Private	In person
Universidad de Chile	Journalism	Journalist	Degree in Communication	10	Private	In person
Universidad de la Frontera	Journalism	Journalist	Degree in Communication	10	Public	In person
Pontificia Universidad Católica de Valparaíso	Journalism	Journalist	Degree in Communication	9	Private	In person

Source: own elaboration (2023)

Table 3 shows the data related to the career information: name, academic degree, duration, title, type and modality. The point that coincides with the name of the degree, the degree awarded and the modality of completion of the degree is observed; on the other hand, there is a differentiation in the duration of the degree, which ranges between 8 and 10 semesters.

Table 4. Comparison of common subjects in the curricula

Common subjects in institutions
Introduction to journalism/Fundamentals of journalism
Journalistic writing
English
Television
Radio
Digital Media/Digital Tools
Investigation journalism
Ethics and journalistic legislation
Informative journalism
Photojournalism
Strategic communication
Economy
Organizational communication
History of Chile and contemporary history

Source: own elaboration (2023)

As seen in Table 4, there are common subjects in all the universities analyzed, that is, subjects offered in the curricula of all universities. There are a total of 14 subjects, evidencing transversal themes in the profession, and warning of training poles towards which journalism training efforts in Chile are directed.

Table 5. Comparison of different subjects in the curricular frameworks

University Name	Differing subjects
Pontificia Universidad Católica de Chile	Semiotics Audience analysis Applied Statistics Environmental journalism
Universidad de Viña del Mar	
Universidad de la Serena	
Universidad Academia de Humanismo Cristiano	
Universidad Autónoma de Chile	
Universidad Católica de la Santísima Concepción	
Universidad del Desarrollo	
Universidad Diego Portales	
Universidad Santo Tomás	
Universidad Austral de Chile	
Universidad Adolfo Ibañez	
Universidad de Chile	
Universidad de la Frontera	
Pontificia Universidad Católica de Valparaíso	

Source: own elaboration (2023)

Just as there are common subjects among the analyzed plans of study, we can see different subjects, among which 4 of them were observed: Semiotics, audience analysis, applied statistics and environmental journalism.

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Table 6. List of graduation profiles of the Universities

University	Graduation Profiles	Subjects	Workshops	Credits
Universidad de la Serena	Explanatory, evaluative, decisive capacity, critical perspective. Argumentative ability. Ability to use various technological supports.	51	4	308
Pontificia Universidad Católica de Valparaíso	Professional with ethical and value principles Reflective and critical capacity, adapting to social, global and technological transformations. Communicative clarity Ability to master and use information technologies. Analysis capacity.	54	13	178
Universidad de Viña del Mar	Ability to define contextual content. Development of information products Observation ability to transmit with clear language.	42	2	252
Universidad de Chile	Critical capacity with a global perspective and public vocation. Capacity for discussion from a contemporary and interdisciplinary perspective and in relation to the social, cultural and historical contexts in which it is located. Ability to promote social transformation initiatives, has analytical and technical capabilities to address relevant problems, in order to generate, produce and energize proposals of meaning from communication and reality, understanding it from its complexity, diversity and plurality. Research capacity. The training is characterized by analyzing theoretical currents and debating communication processes at a global level. Capacity for reflection and permanent innovation regarding your professional activity.	60	5	300
Universidad del Desarrollo	Training to work both in the media and in other organizations. Ability to adapt to complex situations and the constant changes of the industry and its audiences. Critical capacity regarding the environment. General culture, likewise, have skills to contribute to society through journalistic research and social communication. Ethical training and their commitment to freedom of thought, respect for diversity and free expression.	56	17	422
Universidad Academia Humanismo Cristiano	Interdisciplinary perspective with emphasis on human and social development. It is creatively linked to the conditions of the sociocultural environment. Explanatory ability from different perspectives and disciplines in addition to knowing and respecting the ethical principles of the profession. Ability to create messages of varying complexity and in different languages and media. Ability to investigate, investigate, analyze and research and produce texts and other communication products.	55	3	300

Universidad Diego Portales	Management of current events based on the news. Leadership and teamwork skills. Research ability and interpret results. Critical capacity in the face of environmental challenges. He has a linguistic command of the English language. He creates content on all media platforms, both written, audiovisual and digital, making appropriate use of his skills in different journalistic genres. Information management capacity on different technological platforms. Design capacity (journalistic projects or strategic communication plans).	62	5	295
Universidad Adolfo Ibáñez	Critical capacity. Research capacity. Ability to adapt to technological innovation related to your profession. Capacity for initiative and entrepreneurship. He is an ethical and rigorous professional in the treatment of facts. trained to generate written and audiovisual content in traditional and digital media. Mention in Corporate Communication: he is also qualified to handle crisis situations in public or private organizations, develop and evaluate the impact of communication projects. Mention in Editing and Media: In addition, you know how to make editorial decisions and are capable of working on multiplatforms, editing content in different formats and conducting research using digital technologies for data reporting.	81	20	300
Universidad Autónoma de Chile	Research capacity, analysis of reality and social situations, from a critical and rigorous approach. Produces content in various genres, formats and media supports. Develops strategic communication solutions for media, organizations and individual actors, safeguarding ethics and law. Implement journalistic projects through the management and use of technological tools and resources.	55	9	300
Universidad Católica de Chile	Ability to research, analyze and contextualize news events through different formats, with knowledge of different media and new technologies. Ability to stay informed of national and international events. Ability to observe reality, interpret it and communicate it, through a process of selection, relationship and editing of information. Capacity for reflection, critical analysis of journalistic work and permanent specialization. Ability to work as a team.	55	5	450
Universidad Santo Tomás	Managers of public interest information and communication processes in media, companies or organizations, through different platforms or supports. Capacity for the cultural formation of people and the development of society with critical, reflective and pluralistic capacity.	52	9	241

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Universidad Católica de la Santísima Concepción	Ethical and responsible professional, according to Christian principles and values. Ability to work in various media, companies or organizations. Trained to generate, develop and apply communication strategies. Ability to investigate, analyze and criticize social reality, which, together with his methodological training, enables him to carry out basic research on problems specific to the field of social communication.	53	3	270
Universidad de La Frontera	Ability to manage and produce information for analysis, planning and execution of communication tasks in the fields of journalism, institutional communication and communication consultancy. Disciplinary training in communication sciences and knowledge of communication research methodologies. Critical capacity.	53	6	300
Universidad Austral de Chile	Ability to function efficiently in the various areas of social communication, both in traditional media such as radio, television, written press and digital media, as well as in the new communication spaces offered by social networks.	56	7	318

Source: own elaboration (2023)

As can be seen in Table 6, the Journalism degree in Chile shows differences in the number of subjects, ranging from the 42 offered by the University of Viña del Mar, to the 81 offered by the Adolfo Ibáñez University (for a general average of 57), this having an impact on the total credits that the student must take. Furthermore, although it is true that the courses do not offer a distinction between theoretical, theoretical-practical, and practical subjects, they do declare workshops, which are, by nature, practical subjects. In this sense, the offer of workshops is also varied. The above is repeated, that is, the university that offers the fewest workshops (2) is the Universidad de Viña del Mar, and the one that offers the most (20) is the Universidad Adolfo Ibáñez.

However, the highlighting of training trends is evident in Table 7, corresponding to tables 8 and 9. And this is so, while Table 7 highlights the declaration of the graduation profile of each career in the institutions considered for the study.

Table 7. Coincident competencies and divergent competencies

Coincident competencies and divergent competencies
1. Explanatory capacity[3], evaluative, decisive, critical perspective[1]. 2. Argumentative ability. 3. Ability to use various technological supports[4]. 4. Professional with ethical and value principles[7].
5. Reflective and critical capacity[1], adapting to social, global and technological transformations[4]. 6. Communicative clarity[3]. 7. Ability to master and use information technologies[4]. 8. Analitical abilities[1].

9.	**Ability to define contextual content.**
10.	Development of information products[6].
11.	Observation ability[1] to convey with clear language[3].
12.	Critical abilities[1] with a global view and **calling to serve the public.**
13.	Ability for discussion from a contemporary and interdisciplinary perspective and in relation to the social, cultural and historical contexts in which it is located[1].
14.	**Ability to promote social transformation initiatives**, has analytical[1] and technical capabilities to address relevant problems, in order to generate, produce and energize proposals of meaning from communication and reality[6], understanding it from its complexity, diversity and plurality[1].
15.	Ability to research[2].
16.	The training is characterized by **analyzing theoretical currents** and debating communication processes at a global level[1].
17.	Capacity for reflection and **permanent innovation** about your professional activity[1].
18.	Training to work both in the media and in other organizations[5].
19.	Ability to adapt[5] to complex situations and the constant changes of the industry and its audiences.
20.	Critical abilities[1] regarding their environment. General culture. Likewise, they have skills to contribute to society through journalistic investigation[2] and social communication.
21.	Ethical training and for its commitment to freedom of thought, respect for diversity and free expression[7].
22.	**Interdisciplinary perspective** with emphasis on human and social development.
23.	They are creatively linked to the conditions of the sociocultural environment.
24.	Explanatory ability[3] from different perspectives and disciplines in addition to knowing and respecting the ethical principles of the profession[7].
25.	Ability to create messages[6] of varying complexity and in different languages and media[4].
26.	Ability to investigate, investigate, analyze and research[2] and produce texts and other communication products[6].
27.	**Management of current events based on the news.**
28.	**Leadership and teamwork skills.**
29.	Research abilities and interpreting results[2].
30.	Critical capacity in the face of environmental challenges[1].
31.	**Has a linguistic understanding of the English language.**
32.	Prepares content[6] on all media platforms[4], both written, audiovisual[5] and digital[4], hmaking appropriate use of their skills in different journalistic genres[5].
33.	Information management capacity on different technological platforms[4].
34.	**Design capacity (journalistic projects or strategic communication plans).**

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35.	Critical capacity[1].
36.	Research abilities[2].
37.	Ability to adapt to technological **innovation** related to your profession[4].
38.	Capacity for initiative and entrepreneurship.
39.	He or she is an ethical and rigorous professional in the treatment of facts[7]. Trained to generate written and audiovisual content[6] in traditional and digital media[4].
40.	Major in Corporate Communication: he is also qualified to **handle crisis situations in public or private organizations, develop and evaluate the impact of communication projects.**
41.	Major in Editing and Media: In addition, you know **how to make editorial decisions** and are capable of working on multiplatforms[4], editing content in different formats[5] and conducting research[2] using digital technologies[4] for data reporting[7].
42.	Ability to conduct research, analyses of reality and social situations[2], from a critical[1] and rigorous approach[7].
43.	Produces content[6] in various genres, formats and media supports[5].
44.	**Develops strategic communication solutions** formedia, organizations and individual actors, safeguarding ethics and law[7].
45.	**Implements journalistic projects** through the management and use of technological tools and resources[4].
46.	Ability to research, analyze and contextualize news events[2] through different formats[5], with knowledge of different media and new technologies[4].
47.	**Ability to stay informed of national and international events.**
48.	Ability to observe reality, interpret it and communicate it[3], through a **process of selection, relationship and editing of information.**
49.	Capacity for reflection, critical analysis of journalistic work[1] and permanent specialization.
50.	**Ability to work as a team.**
51.	**Managers of public interest information** and and communication processes in media, companies or organizations[5], through different platforms or supports[4].
52.	Ability to adapt to the cultural formation of people and the development of society[3] with with critical, reflective and pluralistic capacity[1].
53.	Ethical and responsible professional[7], **in accordance with Christian principles and values.**
54.	Ability to work in various media, companies or organizations[5].
55.	**Trained to generate, develop and apply communication strategies.**
56.	Ability to investigate, analyze and criticize social reality[1], which, together with his methodological training, enables him to carry out basic research[2] on problems specific to the field of social communication.
57.	**Ability to manage** and produce information[6] for analysis[2], planning and execution of communication tasks[3] in the fields of journalism, **institutional communication** and **communication consultancy.**
58.	Disciplinary training in communication sciences and knowledge of communication research methodologies[2].
59.	Critical capacity[1].
60.	Ability to function efficiently in the various areas of social communication, both in traditional media such as radio, television, written press[5] and digital media, as well as in the new communication spaces offered by social networks[4].

Source: own elaboration

As can be seen in tables 7 and 8, the competencies that are coincident in the different universities (Journalism majors) are concentrated in those that associate critical capacity, analysis and interpretation of information, ability to approach reality, investigative capacity, explanatory capacity for transmission and communication, use and mastery of new technological supports, capacity to adapt (which considers media, formats, genres), capacity to develop and produce content and information, and last but not least, the ethical and rigorous handling of the processing of information and reporting of data.

Table 8. List with the graduation profiles of the Universities

Number	Matching Competency
1	Critical capacity; critical analysis; critical approach to reality
2	Investigative capacity; data analysis and interpretation
3	Explanatory clarity; Ability to transmit and communicate
4	Use and mastery of new technological supports, digital media
5	Adaptive capacity (media, formats, journalistic genres)
6	Ability to develop content and produce information
7	Ethics and rigor in the processing of information

Source: own elaboration

In relation to competencies that are divergent, that is, those that do not coincide in most universities, but either only appear in one institution or appear in only a few, it is noted that (tables 7 and 9) the divergent competencies point to greater diversity and therefore point to characteristic hallmarks in each of the curricular proposals, namely: English proficiency, communication consulting, information management in institutional contexts, information management (in general), management of critical situations, editorial decision making, leadership, teamwork, public vocation, initiative, entrepreneurship and innovation, management of current events, interdisciplinary approach, value formation based on Christian principles, development and management of projects in the communication field.

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Table 9. List with the graduation profile of the Universities

Clave	Divergent competence
In Bold	Mastery of English
	Communication consulting
	Gestoría de la comunicación institucional
	Information management (in general) and communication strategies
	Management of critical situations
	Editorial decision making
	Leadership
	Teamwork
	Public virtue
	Initiative, entrepreneurship and innovation
	Management of current affairs/contextualization of reality and news
	Interdisciplinary approach
	Value formation based on Christian principles
	Project development and management

Source: own elaboration

4. Discussion

The premise from which this work started states that the training of journalists in Chile shows the coexistence of several training trends. The results of the research show that the career of journalism has the same name in all institutions in Chile and the same degree, regardless of the institutions that offer it. It is worth noting that the common degree and the common name of the degree in Chile behave differently than what happens in Latin America, according to a study by De Arco (2015). In fact, in the Venezuelan case the opposite happens to what happens in Chile. That is, in Chile the title of Journalist is awarded, while in Venezuela the title of Bachelor of Social Communication is awarded, with Journalism being a specialization within the career or an area of in-depth stud in which specializations are handed over [Office of Planning of the University Sector (OPSU, 2023)].

In Chile, there is a logic of awarding an academic degree (Bachelor's Degree) and a professional title, which, in this case, corresponds to that of Journalist in a common way for all the universities considered in the study, and the academic degree of Bachelor of Communication (with some other variations). This is quite peculiar, given that different epistemic positions and political-administrative positions are observed in Chile with respect to what happens in the rest of the region (according to the study by De Arco, 2015):

> In a somewhat perverse calculation, Communications was imposed with the argument that, if there are no job opportunities for journalism, perhaps there are for communication, which has more possibilities. So the institutions have been expanding the Communication studies and adding more surnames: Social Communication, Communication for Progress, Communication and Development… The question that arises is whether they come out better prepared and what exactly they study (sec. 1/1).

Mellado (2009b), in this regard, argued that (at the time of that publication), there was a digression between the logic of the occupational market, the enunciation of qualifications, and the conceptual and epistemic components in the field.

> (…) everything seems to indicate that the demands of the market have not been in line with the conceptual development of this professional/academic field in the regional context and vice versa. Above all, if we consider that the socially known designation as a graduate in communication and journalist has not managed to generate either a shared name or a common symbolic capital (Reyna, 1995). Proof of this has been the criticism that the schools and faculties that train journalists have generated from within, in relation to their inability to adapt to the needs of the environment, through training that does not generate noise or gaps between the theoretical and practical sectors of the profession. In effect, the possible advance in the knowledge of what is today understood and studied as journalism does not seem to be supported by the social relevance of its training schemes (Mellado, 2009b; sec. 1/1).

Another element that allows us to notice this comparison is that journalism studies in Chile report what has marked the Latin American trend in the sense of the institutions that offer the courses, but not for the same reason. According to De Arco (2015), at that time, private universities were growing in terms of the offer of the course in Latin America, whether or not they were accredited institutions. The results of this research report that the majority of universities offering the journalism course in Chile are private, also obeying the behavioral logic of higher education in Chile after the Pinochet dictatorship was installed (Espinoza, 2017). That is to say, the fact that it is a majority of private universities that offer the journalism course, also obeys the behavior of the systemic model of higher education in Chile, but not so much because of the marking of a trend as in the rest of the continent. This topic is relevant, given that, according to a study carried out by the Latin American Federation of Faculties of Social Communication (FELAFACS, 2009), public or private orientation ends up granting certain nuances in the training of journalism professionals, in addition to what investment means for quality assurance.

A third, highlighted element points to the universities that were considered for this study, that is, those that were accredited at the cut-off date for data extraction, based on the basic idea that these have been considered as institutions that guarantee processes and mechanisms for quality assurance. This is consistent with a study carried out by FELAFACS (2009), which supports the need for accreditation of the offering institutions as long as they offer quality levels that are acceptable.

In relation to training trends in journalism, this work notes two necessary elements. Firstly, there are affinities that allow the demarcation of trends in Chile (see table 8), namely: critical capacity, analysis and interpretation of information, ability to approach reality, investigative capacity, explanatory capacity to transmit and communicate, use and mastery of new

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technological supports, capacity for adaptation (which considers media, formats, genres), capacity to elaborate and produce content and information, and last but not least, ethical and rigorous conduct in the treatment of information and data reporting. In other words, the Journalism courses in Chile coincide in this, and this shows a line towards which to direct training efforts, although it is true that each course also leaves a characteristic mark (see table 9). In the case of the FELAFACS study (2009), it is noted that in Latin America:

> The profiles of the training are varied and do not, in general, respond to studies of the local, regional or national environment, but to the needs and fashions of the moment. In the case of Bolivia, the weight of social and historical issues –typical of the social sciences– is greater in public universities. In the case of Colombia, the field of political communication is important, as well as issues of social inclusion, especially in the universities of the interior. In the case of Ecuador, the weight of private universities is significant, as well as their very pragmatic orientation. In Peru, the extreme differences between public and private universities have led to wide gaps in quality between them. In Venezuela, political factors become determining factors and are very present in journalistic training; there is a considerable academic disconnect between the faculties and few academic-scientific exchange and research programs (sec. 1/1).

Despite what was stated by FELAFACS (2009), the results of this research are directly related to what Arroyo (2011) already expressed, in that the training demands in relation to technological changes and the incorporation of new media, media, formats and others, make rethinking the training of journalists an essential requirement. This has meant that university institutions offering Journalism courses in Chile have intervened in the curriculum to adjust the profiles according to social, technological, political and economic demands. This is relevant, since a study carried out in Spain by Humanes and Roses (2014) highlights that journalism students consider their training as journalists to be insufficient. Although it is true that this is not the Chilean reality, it could give indications of the global need to review the training offers in the field. And, at least in Chile, it has been necessary since, according to Mellado (2009b), at the time of that publication there were two poles in Chile that marked the trends in training in the field of journalism, namely, a profile tending towards the production of content, and another profile tending towards communication design.

Secondly, and pointing to training needs (which, in some way, is also shaping a trend, not only in Chile, but also internationally), this research shows the need to train within the framework of digital environments and journalistic formats that take this into account, in addition to the fact that other challenges are emerging, such as AI, to give just one example. García-Santamaría and Barranquero (2014) agree on this, who, in their research on university training in journalism in Spain, already demonstrated the insistent need to promote technical training regarding new tools and digital alternatives. The same is stated in the results of Martha-Lazo et al. (2020), while maintaining that conventional journalism has been displaced by digital journalism.

This, in addition, leads to understanding the need for adaptation and adaptability of journalists in Chile and the entire world, which has also been made latent in the declaration of the graduate profiles of the different Journalism degrees in Chile, which warns that it has been considered relevant. Based on this, Lopezosa et al. (2024) and Lopezosa et al. (2023), warn about the need to incorporate AI as a challenge in the training of journalists, they also warn about the advantage that this alternative can bring in relation to the production of content. However, it would be worth highlighting the fine line that is outlined in relation to the deontological elements of journalism. In this regard, Gómez-Diago (2022), in his research, states that, while it is true that in Spain the challenges that AI represents for the training of journalists are recognized, it is no less true that there are few experiences of curricular inclusions in the training proposals of universities with respect to the subject of AI in journalism.

The fact that this incorporation has not been established as a trend does not mean that there is no need, and this suggests that universities could be arriving late in their curricular approach. Bengio et al. (2024) and Ramallal and Micaletto (2022) suggest the same, speaking about AI and augmented reality in the world of journalism, given the urgency for professional training.

Now, as stated at the beginning of this study, Gutiérrez et al. (2017) conducted research on journalists' perception of university education and their level of satisfaction with their training. It is pertinent to say that the cases studied were from Ecuador, Chile and Mexico, concluding that, despite the fact that academic training is perceived depending on the context, the informants make it clear that theoretical training must go hand in hand with the technological environment, with digital communication being a transversal subject in the curricular proposals of universities, noting this as a training deficiency in their own experiences. It is striking that Gutiérrez et al. (2017) call for a re-evaluation of the curricular grids, as they maintain that the subject of digital communication and some other elements such as journalistic ethics (based on new forms of communication) present significant shortcomings.

Finally, Marta-Lazo et al. (2020) indicate with certainty in the study carried out that: "the battle for audiences in the future will be fought in the field of mobile telephony, with quality content, with marketing mix strategies, and the effective interaction between journalists, media and users, through social networks" (p. 63). And for this, according to the authors, training is required that considers the classic principles, media skills and transversal skills of journalism.

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5. Conclusions

The study carried out allows us to answer the original research question, that is, the one related to the training trends of journalists in Chile. In this sense, it can be stated that there are marked trends in the training of journalists in Chile, and these point to the recognition of technological demands that are expressed in the incorporation and use of digital media. This in turn brings with it some challenges such as: production of content based on new forms of communication and digital environments; AI as curricular content, beyond its nominal use for study, or even for the production of content in the exercise of the profession; the deontological components in the use and incorporation of AI in training processes as already mentioned, but also in professional fields. In addition to this, there are marked trends towards the consolidation of the capacity for adaptation and adaptability of journalists in the face of the effervescence of new formats, genres and journalistic formats, and even social networks. No less important, a trend is emerging that shows great relevance insofar as it seeks to enhance the capacities of analysis, understanding, and interpretation, for the development and production of content and information.

There is a notable trend that points to the development of investigative capabilities. This is relevant given that a need for rigorous journalism emerges, thus responding to another of the competencies indicated as fundamental in the profiles of Journalism careers in Chile.

In another order of ideas, it is noteworthy that, in Chile, the training proposals follow a block of similarities configuring training trends, making it clear that there are particular characteristics that each career incorporates. There is dynamism in the curricular intervention given that the accreditation processes have this influence on the curricular architecture.

Finally, in the curricular proposal of the universities considered for the study, important competencies for the exercise of the profession appear, such as: mastery of English, communication advice, information management, value-based training based on Christian principles, editorial decision-making, public vocation, interdisciplinary approach, project development and management, among others. These represent characteristic and very particular seals of the educational institutions, so they are competencies that are not generic in the institutional curricular proposals.

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Future Investigations. Within the framework of the study of training trends and the suitability of training profiles, the topic of AI is of great interest in relation to what universities are doing to serve and train journalists in this context. There is an interest in studying this.

7. Specific contributions of each author

	Name and Surname
Conception and design of the work	Alixon David Reyes Rodríguez
Methodology	Alixon David Reyes Rodríguez y Massiel Belén Medina Villablanca
Data collection and analysis	Alixon David Reyes Rodríguez y Massiel Belén Medina Villablanca
Discussion and conclusions	Alixon David Reyes Rodríguez y Massiel Belén Medina Villablanca
Drafting, formatting, version review and approval	Alixon David Reyes Rodríguez y Massiel Belén Medina Villablanca
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8. Conflict of interest

The authors declare that there is no conflict of interest contained in this article.

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