

20 - 22 June 2025

Nice, France

Critical Storytelling: A Systematic Literature Review of Sociologically Imaginative Approaches to Journalism Practice and Pedagogies

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Abstract

Journalism educators and practitioners stand at a pivotal moment in the history of the press as external cultural and political challenges erode confidence in journalism and emerging trends and technologies in media ecosystems allow for the proliferation of misinformation and disinformation. This developing review aims to evaluate the intersection of sociology and journalism instruction as a way to align journalism with the mission of telling the stories about the world that we live in with critical thought and imaginative thinking by examining the pedagogical marriage between classical sociological perspectives and contemporary journalism instruction in a literature review that seeks to understand the application of critical pedagogies in journalism education and how journalism educators have responded to the political, economic, social and cultural changes that endanger their profession by assessing whether the application of sociological methods, specifically the sociological imagination could advance journalism education and practice. This developing study systematically reviewed 13 articles that unveils a dearth of literature connecting journalism pedagogies with the application of the sociological imagination and carries implications for the future of journalism education that could more closely intertwine journalism education with critical pedagogies and imaginative sociological thought.

Keywords: journalism, sociology, sociological imagination, social science, journalism education