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Literature and interviews on Danish Journalism Education

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Introduction

Preview

There is alignment, apparently. Alignment between what the newsrooms want, and what the journalism students can: The journalism schools can deliver interns and graduates who are ready for work, who can use today’s technology, who can handle different platforms. But there is disruption, too. Journalism’s business model is dead; new devices and services appear ever faster; other professions take over from journalism. Journalism education is similarly restless – in search of what to teach our students while not knowing where the profession is heading.

This country report investigates parts of that challenge:

What is necessary for the teaching of skills specific to
online and cross-media journalism in new media

The methods are a review of research, an overview of books and teaching material, and a series of interviews with stakeholders.

We have tried to synthesize significant trends and findings. Here are some suggestions, based on our investigation:

- Get ready for change.
Get entrepreneurship under the skin; learn how to build an audience; learn how to work with partners.

- The web takes anything. Feed it.
News journalists must be able to handle several platforms. Limits no longer exist.

- Handle the gear of today.
And imagine what devices can do tomorrow.

- Co-operate with other professions.
You can’t master all formats, methods, technologies. So team up.

- The user platform is a moving target.
News consumption will be even more mobile.

- We need to know the audience.
Research into the consumption of journalism seems to be lagging behind.

- We need to know the newcomers.
Research into the pioneers in new media journalism is scarce.

Enjoy the reading!

Journalism education in Denmark – an overview

Today, in 2014, three institutions – two universities and a school of journalism – offer journalism education in a country of little more than 5 million people. But as early as 1908-1911, short journalism courses were being taught in Copenhagen by a national press association, with support from the state budget. A couple of other courses were
held in the 20s and 30s. However, it took four decades before a permanent Journalism Course was started in 1946. Plans for journalism courses had been drafted until 1943, when they were paused until the war ended. (Statsministeriet, 1968). Newspapers and radio widely reflected the Danish policy of cooperation with the occupying forces, and were censored throughout the war. The time was ready for using the newly regained press freedom better than during the inter-war period and WWII. (Lund, 2014).

When the first 27 students joined the course in 1946 in the provincial city of Aarhus, it marked the beginning of formalised journalism education in Denmark. The course was established under the auspices of Aarhus University and was, initially, a short course for working journalists. It expanded with its own on-campus premises in 1957, shared with the Nordic Journalism Course. And in 1961, the institution was upgraded to the Danish School of Journalism as an autonomous entity, funded by the state budget and reporting directly to the Prime Minister’s Office. (Graae, 1971).

From 1963, the school’s one semester course was made mandatory for all young journalist apprentices.

In 1971, the school became a self-governing institution, and a new four-year journalism teaching programme was established, including an 18 month internship period. Radio and TV was later integrated into the syllabus, and a parallel programme in photojournalism education was added. (Lund, 2014).

In 2007, the school merged with the industry’s further education institution, and shortly after with the Graphics Art Institute, to form the present Danish School of Media and Journalism. The school had - and has - very strong connections to the entire media industry and the trade union, not least via the internship system, the board of directors and other committees, and a tradition for employing working journalists on the teaching staff. (Holm, 2003 and Eva, 2004, p20 and dmjx.dk, 2014).

The school is still the largest educator of journalists, but it lost its monopoly in 1998. The shift was initiated by the Minister of Education and the Danish Government, based on a dissatisfaction with journalists in general and a wish among politicians to create a different kind of media coverage by changing the journalism education. (Holm, 2003).

Since then, the universities of Roskilde and Southern Denmark have also offered journalism education, with BA, MA and also PhD levels. (In addition, Aarhus University offers a special Master’s programme for educated journalists, and an international Master’s programme in collaboration with the School of Journalism.) The three institutions collaborate closely in some fields, most notably concerning the internship system, which supports a practical and job-related approach.

There are no restrictions as to which qualifications or degrees are required to work in Danish newsrooms. However, almost all Danish news journalists have attended one of the three schools/universities. This brings its own standardisation, and scholars and authorities alike agree that there are more similarities than differences between the three, rooted in the close ties with government, the union and the industry associations, and through the internship system (Willig, 2011 and EVA, 2004). Unionisation among journalists is very high, with over 90 percent of all journalists working in Danish newsrooms being members of the Danish Union of Journalists, and up to 95 percent of those are covered by a collective labour market agreement. The union has established such agreements with 90 percent or more of the country’s news media. (Ørberg, 2014).

One extensive survey has shown that Danish working journalists share the same norms and values, and do so across different organisations and types of media. This includes the group of web journalists. The similarities in norms/values offer clear indications of the impact that the educational socialization has within the Danish media. (Skovsgaard, Albæk, Bro, de Vreese, 2012).
Media research in Denmark – an overview

Journalism research in Denmark derives from broader media research, which found its first structural framework when the Institute for Contemporary History and Research on the Press was established at Aarhus University in 1954. Its focus was research about newspaper work, and among its first books were “The Press during the Occupation” in 1960 and “Newspapers as historical sources” in 1962 (titles translated). (Graae, 1971). The institute later became a part of the Institute for Research on the Press at the Danish School of Journalism. The field of media research expanded into radio and TV in the 70s and 80s, while in the 90s, press and newspapers regained momentum as research subjects. The field has expanded into various disciplines, not least at the three large universities in Aarhus, Copenhagen and Southern Denmark, and at the Copenhagen Business School. At most Nordic universities, journalism research is integrated within the wider field of media and communication studies (Allern et al, 2013).

There was a steady growth in Danish research produced on journalism and media from the mid-90s, and, with it, we also saw increasing interest by the media in actually receiving and applying research findings in their activities. The growth in research output can also be linked to institutional growth: the establishment of two new journalism programmes in 1998, and a government-supported development centre at the Journalism School in 1999. Added to this is a whole series of larger research projects involving numerous different partners. (Kabel, 2008). The 2001 report on Danish journalism research 1996-2001 concluded that media and journalism research operated in a symbiotic relationship with the media and the newsrooms. Many research projects included empirical studies in the newsrooms. (Kabel, 2001). Already by 2001, the report showed that web journalism, convergence and multi-skilling had become prominent in research. Reports and books on these topics, some in-depth, were defining the challenges, and outlining solutions for the new online-based newsrooms, their staffs, and for journalism education. The three major publications in this field were all produced by the Centre for Journalism and Further Education (CFJE, an affiliate of the School of Journalism). The subsequent 2008 broad survey of all Danish journalism research publications describes how the gap between the research community and the newsrooms/media houses disappeared over the last decade. (Kabel, 2008). The scientific community included observations and current problems in their research, making the findings relevant and adaptable; and the newsrooms actually wanted and used the findings. (Previously, some quite public disputes and disrespect between media researchers and news media in Denmark had soured the relationship, as described in Wien, 2009.) Among the highlights of the 2008 analysis is the discussion of whether the newsrooms and reporters were ready for “cross media”, requiring the journalists to leave their desks, equipped with a handycam and a web-connected laptop. Similarly, research on journalistic use of social media was suggested. Along with that suggestion, a discussion was launched about the transformation from indoor/static to outdoor/mobile. And the report concludes with an optimistic prediction that journalism seems to have a bright future, based on the belief that, in a fully digital world, the demand for edited, unbiased and well-told news and background will remain huge. (Kabel, 2008).

1. State of the art and literature review on web journalism

1.1. Presentation of the selected books and journals

Three categories of production were taken into account for this overview of scientific research and other similar work regarding digital journalism/integrated journalism, and of textbooks and literature for journalism students.
The 1st category covers books and articles.
We have looked for material matching the overall concept of the IJIE project. This means, we have de-selected titles dealing on a general level with media law, copyright, language, and journalism specialisms like sports or politics. We also de-selected books that are more compendia, anthologies with a more anecdotal approach, and opinion pieces.

Books:
(see annex 2)
We have defined this as books written in the Danish language, produced by domestic or Scandinavian authors. It includes scientific literature produced by researchers. Non-reviewed books and reports are included, as long as they provide new knowledge or are aimed at serving the academic community. The list of books was established with assistance from the library at the Danish School of Media and Journalism, and supplemented with non-listed books from the country’s leading publishing house for journalism books.

Articles:
(see annex 3)
This subcategory covers articles in journals or anthologies. The gross sample was chosen as described above, by the library and with a special search in the Nordicom database (which covers media and communication research in the Nordic countries).

The basis for selection was articles containing the word “journalis*” in the entire Nordicom database, and then only:
- articles by Danish researchers, or
- articles published in a Danish or pan-Nordic journal.
To secure a comprehensive sample, we manually examined indexes and abstracts of all issues of these four journals which publish on journalism in Denmark: MedieKultur; Nordicom Review; Nordicom Information; and Journalistica. Finally, we examined the publications lists from all 7 universities and institutions in the country conducting research on journalism and news media.

The gross sample was reduced by manually omitting:
- Titles not matching the selection criteria. E.g., articles by non-Danish authors on purely international (non-Danish) issues were omitted, even if listed in the database.
- Irrelevant titles (mainly titles not matching our IJIE topic.)

The sample:
The final sample consists of 56 titles (22 books/reports, and 34 articles). There are overlaps between the categories book/report and article, indeed as some books could also have been categorised as several scientific articles.

Period of time:
For books and articles, the timespan covers the six-year period from 2008-2014.
This may seem a short timespan, but was chosen for these reasons:
- Media and journalism research before 1996 has historical interest and provides the background for understanding the history of this field of research. However, anything before 1996 is considered inferior as an overview of scientific literature about cross media, Internet news or integrated journalism (for the simple reason of technological development, illustrated by the commercial breakthrough of four technologies among professionals and high-end users in the mid-90s: digital cameras, GSM cell phones, web browsers, and laptop PCs). Everything published before 1996 is thus left out of this survey, but briefly described in the introduction section of this chapter.
• The period from 1996-2001 is covered in-depth in the report on Danish journalism research Forskningen og dens resultater, which was funded and published by the national publishers’ association.
• A follow-up report Dansk Journalistikforskning was published for the period 2002-2007; these two meta reports are quoted in the introduction section of this chapter. (Kabel, 2002 and 2008).
• A two-year-old analysis of all Scandinavian journalism research clearly explains the quantitative developments from 1995-2009. (Morlandstø, 2012).
• The Ministry of Science, Technology and Development issued a comprehensive evaluation report on Danish journalism research in 2006, setting the agenda for a strategic and organisational upgrading of the field shortly after. (Ministeriet for VTU, 2006).

The 2nd category covers textbooks.
(see annex 4)
This category lists the textbooks used for the journalism courses and workshops discussed during the interviews with journalism teachers. The books are from the most current syllabi of these courses.

The 3rd category covers other literature.
(see annex 4)
This category is an inventory of bibliographical references given to the students as references and reading lists for the courses discussed during the journalism teacher interviews (i.e., same criterion as for the textbooks mentioned above).
This list is not complete, as additional literature often is suggested separately and as extra-curricular readings. Also, the course reading lists include numerous types of literature, such as: Online discussion fora; experts’ blog posts and columns; documents from authorities and agencies; reports from NGOs and think tanks; and hundreds of journalistic examples from legacy and new media including TV clips and multimedia productions.

1.2. Analysis by category

Books and articles
(see annexes 2 and 3)
Disciplinary approaches:
Although the authors do not always state it clearly, it is obvious that several disciplinary approaches are applied, some more prominent than others, and that the disciplines constantly interact.
Sociology appears as a dominant approach, illustrated by continuous and repeated references to defining scholars like Galtung & Ruge, Bourdieu and Habermas - all of whom are commonly referred to as sociologists, albeit that Galtung is also a mathematician and economist, Bourdieu used anthropology and philosophy, and the work of Habermas comprises disciplines such as philosophy and political science.
Consequently, other disciplinary approaches also prevail in the selected samples:
As examples, philosophy is applied when analysing the identity of journalists when the concept of mass media changes (as in 33: Ejvind Hansen, 2012) and the roles of journalism in society; and political science appears in the analysis of public service and political journalists’ use of modern research methods (as in 14: Lund, Nord & Roppen, 2009 and 63: Sparre, 2008).
Anthropology, indeed ethnographic field studies, occurs frequently in the analyses of newsroom work (as in 35: Bechmann, 2011 and 43: Hartley & Ellersgaard, 2013). While
economic theory and applied business economics are needed to describe the markets and business models (as in 39: Barland, 2013 and 19: Bruno & Nielsen, 2012). Even natural sciences like computer programming can be said to be prominent when research has involved development of prototype software (as in 7: Kabel et al, 2011).

**Significant themes:**
Our thematic focus in the “Integrated Journalism” project covers and approaches a very broad range of different media and journalism issues:
- from cross-media technologies to data journalism;
- from audience research to content analysis;
- from democracy implications to professional identity; and
- from labour demographics to workflow management.

It is possible – and necessary – to identify major themes in the publications. However, these major themes tend to overlap each other in a multidimensional patchwork. Consequently, the themes can describe some patterns, but the quantification cannot serve as the only categorisation of the material.

One significant thematic area is the content analysis of journalistic products.
- A “trendsetting” or defining content analysis project is the “Nyhedsugen” project, which analyses national news production over one week, involving several universities in the research, and compares its findings historically (56).
- This, and several other studies, conclude that the production of “news journalism classic” has risen dramatically, and with a steady or declining number of staff – consequently creating higher productivity demands. (11, 46, 38)
- Content analysis is also involved in the study of journalistic quality. Several studies look at differences and similarities, typically between competing print and web news media, finding that quality delivered from the online newsrooms is up to standards, when looking at criteria such as public service value, fact checking, correcting mistakes, correctness. (57, 11, 50, 46)

The professional values, and the identity, of journalists are other dominant themes, partly related to the quality discussion. Studies investigate which values dominate in the online newsrooms, some based on interviews and surveys, others based on observations or content analysis.
- Overall, it seems clear that online news journalists share the profession’s broadly accepted norms, although the news criteria have been adjusted, and competition is fiercer. In some cases, the online newsroom/online journalism are perceived as having a lower rank internally. Equally interesting, there are indications of a maturing web journalism over the last few years. The discussions about values, identities and news criteria are sometimes linked to the field socialisation happening in classrooms and newsrooms. (e.g., 2, 42, 53, 60, 41)
- Adjacent fields of interest are the working conditions inside the online newsroom, linked to the role of the journalist; these fields are of central interest to the IJIE project. Several studies discuss the trends, and from different perspectives (including focus on specialisms like sports journalism, political journalism or the local newspaper/website). For example, we find analyses of how daily routines are affected by access to public records, or of how the news production changes from product to process or flow (e.g., 54, 48, 63). Cross-mediality and multi-skilling are discussed, but so, too, is the finding that the ‘Swiss knife journalist’, doing audio, video, text, and more, simultaneously, is still an exception. (59, 35, 16)
- There are studies on the work relations between journalists and (professional) sources, but also several studies which include concepts typically categorised as ‘citizen journalism’, ‘crowd sourcing’, ‘user generated news’. (10, 3, 37)
This leads directly to the research concerning how dialogue (considered a significant feature, and advantage, of online journalism) impacts on routines and workflow (12, 4, 34, 6). The journalist becomes an editor, moderator and curator (33, 59, 4, 10).

The professional functions and the working conditions, as well as the professional values, are inseparable from the purpose of journalism, which is visible in virtually all items in the publication sample – as basic assumptions, as part of the theoretical foundation, or as the object of interest. There seems to be consensus around journalism’s public service obligations. One recurring point is that journalism’s crucial functions of informing the public, and controlling the powerful, are needed, but that the market model has disappeared (11, 21, 6, 14).

A number of articles and books discuss the link between the media market and the individual journalist’s work, and what it takes for journalists to operate in this market. The case studies presented range from innovation partner models to journalistic start-ups and country-based market reports (19, 22, 14, 21, 20, 49).

Just a couple texts in our sample deal with the education of journalists.

As explained, we have aimed at establishing an overview of all Danish literature – scientific articles, books, reports – relevant for the teaching of skills specific to online and cross-media journalism in new media. We have attempted to group the material into different categories. And we have tried to synthesize some significant trends, findings, and suggestions.

So, what did we not find?
Two surprises arise from the material.

First surprise: Only a few studies investigate the audience: user demographics, sharing patterns, cross-media and dual screen, perception of news. Of course, audience research is there – there is just so much more on the products and producers of journalism, than on the consumption and consumers of journalism. (36, 61, 62, 8, 55.) However, the media industry and its stakeholders perform vast amounts of quality commercial research - which may explain the apparently low interest from the academic research community in this area.

Second surprise: The research is almost exclusively focused on traditional media – legacy media, old media, established media. Accordingly, there is little on the journalists’ functions in alternative media operations, journalistic start-ups, future business models, etc. Admittedly, this ‘establishment’ - these last-century media houses with their mix of old and new platforms - still hold the largest number of workplaces, and they define ‘journalism’ as a profession. But it is well documented that these media houses are in a constant state of crisis, or worse. And they are certainly not expanding or hiring. While it makes sense to base education in journalism on research related to these icons of journalism, it might be totally irrelevant for the education of future journalists, who might have to create their own workplace, and be familiar with entrepreneurship and business plans.

**Textbooks**
*(see annex 4)*
25 books appear in the study guides for the courses discussed during the interviews with journalism teachers (not including books where only a few pages are in the reading lists).

- 3 of these books are basic textbooks about the profession and its working methods – and only one is in Danish.
Another 5 books are exclusively concerned with how to **structure and present** journalism; together, they cover radio, TV, print, online. 4 of these 5 books are in the Danish language.

On top of that, we find 9 books dealing with different **journalistic tools or skills**, like interviewing, photojournalism, creativity tools, investigative methods. Here we find the only book not in Danish or English; it is a Swedish handbook.

3 books have a focus on the **norms and values** of journalism.

And 5 books cover social media, web design, digital economy and other **frontline features** of the online era – however, none of them is targeted towards journalists, and all five are in English.

### Other literature

*(see annex 4)*

Some titles that appear as suggested readings also appear in the list of textbooks mentioned above, via other courses or programmes. Countless other titles are suggested to the students, of which the majority are examples of journalistic products, or they are essays or tip-sheets written by other journalists worldwide. (Suggested readings in the form of scientific articles are typically suggested in other courses, like media theory or media law – and not in the type of workshops discussed with the interviewed teachers.)

### 2. Interviews

#### 2.1. Presentation of sample groups, interviewees, and questions:

*(see annexes 5 and 6)*

15 interviews were conducted, each lasting 30-60 minutes and following the common guidelines and questionnaire of the IJIE project (question samples in annex 6). All interviews were conducted in Danish, recorded and transcribed, and the edited versions were translated into English.

The four sample groups (details in annex 5) offer different perspectives on the topic

- Group 1: Heads of departments of journalism (3 interviews).
- Group 2: Media professionals teaching in schools of journalism (5 interviews).
- Group 3: Researchers investigating journalism (3 interviews).
- Group 4: Heads of news desks (4 interviews).

It is worth noting that the categories overlap: most of the interviewees in categories 1, 2 and 3 could also be categorised in one of the other categories, e.g., all the heads of journalism departments are also either doing research or have a background as media professionals, or even both; while some journalism teachers also do research; etc. However, this overlapping is considered beneficial rather than being a disadvantage.

#### 2.2. Cross analysis of interviews

Main trends and findings drawn from each group of interviews:

**Group 1: Heads of departments of journalism:**

A cross-platform approach is, to some extent, self-evident for this group.
Indeed, for two of the three interviewees in this category, the ‘integrated’ approach appears to be a matter of course, a truism. In their curricula, web-based production is introduced and applied after a few weeks of study, giving students the opportunity to produce content in different types of media. They emphasise that their students are sufficiently prepared, in terms of handling different platforms, when they undertake their 12-18 months’ internship as part of their journalism studies, and to quickly pick up any required multi-platform.

Two clear messages emerge from this:

- **a. The constant process of restructuring the educational programmes.**
- **b. Proficiency in technology is not the most important journalistic skill.**

These two discourses are related and interdependent, but they are still articulated separately.

**a. Constantly restructuring the education (the content and the programmes).**
Craftsmanship requires knowledge about the basic tools and methods of that craft, and familiarity with its normal business structures and workflows - which sets a simple target for any craftsmanship training, including journalism education.
As new tools become available ever faster - with an uncertain future for most of them, and with a short lifetime for even the more successful tools - the pressure on the schools’ curricula grows.

**Quote:** “The greatest challenge we’re faced with is the fact that new platforms are emerging all the time. ... In spite of these changes, the length of the education programme has not been extended. The answer to this dilemma is that we must make choices. There are elements we need to downsize, and perhaps give students the opportunity to make these choices themselves.” (hb)

**Quote:** “We are slowly realising how these developments are influencing our trade, how large the scope is for expanding our subject, our profession. That is why we – like many journalism education facilities in the world - constantly want to make changes. But we must reconcile the goals with the available resources, and the resources with the goals. Which is pretty difficult and explains why journalism education is ‘breaking up’ and is very restless.” (kb)

**b. Other journalistic skills vs being tech-savvy.**
All heads of journalism departments clearly expressed the view that ‘cross-platform’ and ‘integrated’ proficiencies come second; i.e., they are not the most fundamental skills and mindsets for the working professional.
**Quote:** “We cannot provide them with a full set of competences in all existing platforms. But we can provide them with the skills to think about a story as multi-faceted and with many different possible means of expression.” (hb)

**Quote:** “The big challenge regarding the teaching style and the educational content is that we must keep our goals in sight. And hold onto the fact that all the other things - digitalisation, research results, and methods - are tools. We are constantly in a ‘disruptive period’: We have to make sure we focus on the target: that is to hang on to the professionalism so that our graduates have a professionalism and integrity that we can be proud of.” (kb)

However, the students must achieve a readiness for cross-platform work, broadly interpreted:
**Quote:** “We need to prepare students to be able to create content that is appropriate for use across multiple platforms. When working on a story, they must keep the perspective of producing for multiple platforms in mind. We provide them with the skills to handle at least some of these platforms.” (hb)

**Group 2: Media professionals teaching in schools of journalism.**
The journalism teachers see things in much the same way as the heads of journalism departments - but are more direct and explicit.
These interviewees represent different levels of education and various programmes and specialisms. However, it is possible to identify three patterns:

a. Educate good journalists – they will get to handle different platforms later.

b. Young J-students are not as tech-savvy as we may think.

c. Digital specialists and journalists with programming skills are needed.

Plus a fourth one, a little separate from the others:

d. It’s a new world, new market, new media.

a. Teach students to be good journalists – they can learn different platforms later.

This discourse is very strong. Most of the teachers interviewed repeatedly emphasised the importance of the journalistic mindset, the basics of journalism, the craft, the craftsmanship.

*Quote:* “They must transform their brains into basic journalistic thinking.” (jg)

*Quote:* “We can educate skilled craftspeople with academic understanding – if they are good journalists, they will easily learn the rest.” (fw)

*Quote:* “We focus on getting the basics into the students’ heads, to get the basics in place, e.g. what is a case, what is an interview, what is a good headline, what is a good sub-heading, what is an angle, how do you tell only one angle per story?” (fw)

*Quote:* “In the first semesters, they learn to think as journalists, which is platform independent. What they must learn is to recognise a story, check it, talk to the sources.” (mv)

However, this does not exclude a widespread application of multiple platforms; on the contrary:

*Quote:* “We strongly advise them [the 2nd semester j.-students attending a news workshop] to include other types of media, i.e. video, audio. … From the very beginning of the semester, we do not talk about platforms, we talk stories and substance. They figure it out for themselves that they can record or film an event.

… The goal here is not that they work on different platforms, but learn how to make news.” (mv)

And when reality hits the windshield (i.e., for more advanced students or mid-career training):

*Quote:* “Teaching digital journalism covers a number of skills: Among the most important skills is to be able to write for digital platforms, to take photos, record audio, shoot video, publish these elements as supplements to your combined storytelling.” (ks)

b. Young j.-students are not very tech-savvy (but the smartphone comes in handy).

Both the teachers and department heads questioned students’ deeper understanding of technology, digitalisation and modern media.

Journalism students may be intensively using state-of-the-art technology; but they use mostly mainstream products, they are usually not firstmovers nor advanced users, and they are certainly not developers or entrepreneurs.

*Quote:* “The students’ technical know-how is fairly good when it comes to handling their own gear. But when it comes to code (programming), they know nothing. As an example: creating their own simple website for their internship application usually exceeds their abilities.” (jmh)

*Quote:* “Maybe they can handle Facebook, but not much more than that.” (mv)

However, the dramatic fall in electronics prices means that teachers, and schools, can expect everybody to come with her own smartphone containing video camera, still camera, and recorder, and with a laptop fully equipped with editing and publishing software.

Meanwhile, improved user-friendliness has minimised or eliminated the need for time-consuming instructions on how to use such equipment. Most significant is the technology-leap created by the arrival of the omnipotent smartphone as one of the best tools ever invented for the working reporter:
Quote: “We see the smartphone as a tool with which the student ... can get to complement his preferred medium with some of the other types of media. You can create video for your text. You can create images to go with your radio pieces. Thus, the smartphone is an all-in-one device, a motor that drives multi-media [multi-mediality] forward. ... Remember, you're standing out there with this rather crazy device in your hand, so you must be somewhat cold-hearted if you return back home with only some hand-scribbled notes.” (ks)

c. Digital skills and programming specialists are needed.
While not on the question list, journalism teachers very clearly saw this as important in adjusting and upgrading the schools' curricula. 'Digital skills' not only refers to students' of students to handle digital devices, edit video and photos, and perform web searches. It also covers data journalism proficiency: how to obtain and analyse large datasets, create and combine data, use mapping software, etc.
Next step is the programming specialists: Some teachers point to the fact that the digital revolution makes the newsrooms scream for people who can work in the interface between journalism and technology. Not necessarily programming journalists, but at least intermediaries between the two professions.

Quote: “We must obviously include [Computer Science and Programming] when we change our syllabus. We need to make journalists and computer scientists communicate.” (jmh)
Quote: “They don't learn to program here, and I disagree with myself [I am ambivalent] about whether they should learn it or not. ... If I were to wish for anything, it would be that the teaching comprised an introduction to software development. I don't think I will teach them all PHP or MySQL. But an understanding of programming is necessary among the students.” (fw)
Quote: “We don't have to teach them JavaScript, but journalists must be able to understand the creative potential of the technology. ... On the other hand, programming is an editorial discipline - that is, new professions are needed in the newsrooms. Journalists must be able to engage in collaborations with other crafts/disciplines - that’s becoming increasingly important.” (ks)

Along with these views, suggestions were made about how to upgrade the schools when it comes to hiring or collaborating with experts in these fields, in support of the teaching.

Quote: “For new development, innovation, creativity ... we seriously miss technical expertise in support of the teaching. ... Today, as an educational institution, it is a great challenge that, for the primary platform [being the digital platform], we have zero support in developing the best ways to communicate for the smartphone - we can only reach as far as we, as teachers, can barter us forward.” (ks)

d. Journalists must be able to operate in social media and in a changing industry.
Again, not part of the original questionnaire, a couple of the teachers articulated this view, especially targeted at students close to graduating, and thus close to entering a labour market no longer characterised by a clearly defined news media industry.

Two points stand out:
First, the ability to operate in a world of social media - to create and maintain a profile, establish credibility, find and assess sources, engage with the community, open the journalistic process, share and develop stories, etc;
And second, flexibility, innovation, entrepreneurship - the ability to form partnerships, see business opportunities, raise funds, and sell – in a fully digital world.

Group 3: Researchers:
Three main discourses are present:

a. The multi-skilling/de-skilling dilemma.
b. A revolution in the newsroom.
c. New challenges for media research.

a. The multi-skilling/de-skilling dilemma:
The term ‘multi-skilling’ describes how one person performs different tasks, maybe simultaneously. Different terms are used in different professions and countries, such as polyvalent, multifunctional, working like an octopus.
With regards to the journalism profession, it also describes several dimensions: producing multiple types of media (sound, pictures, video, text), delivering to multiple output channels (radio news, news website, tweets, etc.), and covering different content specialisms.
Multi-skilling becomes interesting for media research through the de-skilling dilemma,
quote: “In parallel with this engagement of multiple competencies comes also ‘de-skilling.’ Because you have so many things to do simultaneously, you are not specialised in any of them. ... De-skilling refers to this dilemma: There are also increasing demands in terms of larger output requirements, meaning that the journalist is required to produce more within the same work hours. ... In my understanding, a great challenge for journalists is whether there is enough room for them to be proactive, or whether they are restricted to merely adding some minor new angle to stories already in existence." (sh)
Quote: “It is a paradoxical development with multi-skilling vs. de-skilling:
Journalists must be able to write, take pictures, edit audio, manage CMS systems, having a dialogue with the users, and so on.
But the journalistic core values: Talking to people, and being an expert in a field such as finance, economics, culture - these core values are under pressure. ... So those all-round journalists may be challenged with getting to the core depth of the subjects. Because without understanding the subject, you can just repeat what the parties are saying - without reaching into the substance of the meaning of it.” (ak)

b. A revolution in the newsroom.
This ‘newsroom revolution’ refers to the whole disruptive situation for journalism; the sudden end of a century-long period where common journalism standards were established by, and defined, the news media, which operated within well-known business models. Now, new professions are entering the newsrooms, new channels are taking over the news flow, new technologies have shortcut the news monopolies, and the business model has disappeared.
Quote: “I sometimes compare it to the big revolution of the press in the early 20th century where we threw the professors and politicians out of the editorial rooms and started hiring a new group of professionals, that is the journalists, who used new technology, among other things, telegraphy and telephones. And it is similar to what is happening now.” (pb)
Researchers emphasise the battle between technological development and the role of journalism. Another dimension to this is the demand for new skills in the existing news media’s newsrooms, ranging from Java programming, to social media curating, to search engine optimisation, and so on. And yet another dimension is the economic model - the independence of the newsrooms from the commercial departments of the media companies is shifting towards rapid integration of the two.

c. New challenges for media research.
Not surprisingly, researchers ask for more knowledge to be established in their field of research.
Quote: “It is highly relevant for media research to investigate this, because it is one of the biggest turnarounds, this shift from one medium to a broad spectrum of platforms.” (ak)

One significant discourse here is that new types of data are available; for good and for bad.
Quote: “We (the research community) can take advantage of new methods and tools. For example, Big Data, Log-analysis tools from computer science.
But we also see that we are moving back to old methods, such as ethnographic field studies, being present in the editorial departments and following what happens in the editing room. But this also has its challenges, because a lot of the activities don’t happen between people, but take place on screens and computers. It is harder to observe what happens when you get an email, than when the reporter is talking to the editor. So some research methods are getting a revival, but must be customised. We are constantly working on the development of methodology. ... We shake our heads while saying ‘this is quite difficult’. ” (ak)

Another discourse is the need for thorough and continued research into what the changes mean - not just for the working conditions in the newsrooms, but also for the content being produced:

Quote: “The quality of the content; traditional studies of bias; journalism’s role as an independent authority; does the audience get to know the world well enough?” (sh)

Group 4: Heads of news desks.
The interviewees in this category represent four rather different media outlets: the public broadcaster, a daily with a relatively tabloid image, a regional newspaper, and a newsletter targeted at politicians and public administration (all four operate both online and traditional platforms).

This diversity is reflected in the interviews, from which we have identified these significant messages:

- a: New journalists must master more digital tools.
- b: But number one criterion is: Are you a good journalist?!
- c: You can’t be a star at everything.
- d: Digital tools and methods can attract more readers.
- e: It’s a mental journey, even for the new generation.

**a: New journalists must master more digital tools.**

and

**b: But number one criterion is: Are you a good journalist?!**

The message is clear: when new news journalists are hired, they are expected to be able to write, use video, shoot photos, maybe work with radio/audio too. The editors expect young journalists to have these skills, and expect the existing workforce to go through the necessary training/upgrading to get them, too. Proficiency in using more advanced digital tools is also cherished by some; “technological competence” is gaining importance.

But in the same breath, these editors also seem to agree that multi-mediality comes second to what they perceive as the basic journalistic skills; in a way, they take technological competence as something that any good journalist can learn to some extent.

Quote: “I will always hire a good journalist who knows his subject. Digital skills are just tools for the execution of good journalism.” (jb)

Quote: “Number one criterion with us is: Are you a good journalist? ... You must be able to handle the occupation in the field: And then be ready to learn which buttons to press, and not be scared away by the technological possibilities.” (mf)

Quote: [We prefer] ”journalist-journalists, who can get something done and can specialize and gain a deep knowledge. They must be able to recognise a good story, be able to produce it quickly, get things done.” (ct)

Even the public administration/political newsletter editor, after having stated that TV/video will not be part of the newsletter in the foreseeable future, admits that it is

not farther away, than our new employee ... has a TV background, it was one of the skills I weighted much.” (ct)
c: You can’t be a star at everything.  
Here we have the dilemma of multi-skilling/de-skilling seen from the editor’s point of view. When journalists must handle different tools for different media and publications, there will inevitably be a certain loss.

Quote: “You have artists in every field - so something is lost when you have to deliver several elements. ... It would be great to be a star at everything - but most have special skills.” (mf)

The public national broadcaster has recently transformed its central newsroom into what they have named ‘the news engine’ where the acting reporters produce simultaneously for web, TV, radio; while the selection, compiling and dissemination of material is done by a central desk. Loss of ownership and pride among the reporters is an issue:

Quote: “You lose having one reporter on the story through the whole process. ... The weakness is this: who is it that in fact owns the feature? ... But if we measure it quantitatively, e.g. ratings or complaints, we do not see any change.” (jk)

The message to young and experienced journalists is direct clear: be a good all-round journalist who can handle all tools and media; or be outstandingly strong in something special and sought after:

Quote: “[We need] those who can manage multiple formats, work quickly and accurately. But also those who are really-really proficient in a field or with a medium. We do not need a middle group.” (jk)


d: Digital tools and methods can attract more readers.

The digital revolution – internet, smartphones, social media, search engines, bandwidth, etc. – is very often treated as a threat to traditional news media. Nevertheless, all of the interviewed editors/news desk heads do openly praise the new possibilities – not just as tools to master the basic newsroom tasks, but indeed also as methods to attract new business and new audiences; they are optimistic.

Quote: “The strength may be that you can include more, reach further out, after all there is a limit to what one man, one team can do in one day.” (jk)

Quote: “The amazing thing about the web-newsroom is the direct feedback from the readers, what can they be bothered to read? More and more often we manage to access a subject that some may think is really dry or hippie-ish. Bring your own journalistic pride: How do I make people interested in this subject? That must be the biggest gift a journalist can receive, because you have added something extra to your story.” (mf)

Quote: “It’s no secret that it is easier to produce web media and make money, than it is to run a newspaper. The print industry is under pressure. [The growth of our digital operations] is very positive; while the printed paper is growing modestly. The two types of journalism that we provide have a market. Therefore, they must be developed.” (ct)


e: It’s a mental journey (even for the new generation).

There is consensus around the digital/multi-media mindshift as a mental journey – but not that everybody must embark on that trip. The question is to what extent the new generation of journalists possess the required mindset.

One says he still meets newly graduated journalists

"with dreams of writing for newspapers. ... The newspapers - their days are numbered, this has dawned on people. But the trend is now hitting TV - ratings are going to fall, so traditional television journalists will have to adapt.” (jk)

Another editor mentions how he wants to recruit students like the ones he just guest lectured at the school of journalism; graduates with

an understanding of media and IT, which the rest of us are losing, and they can provide new input.”(ct)

And although the students should maybe receive more training in advanced digital tools, still:
They are super sharp. They definitely come and teach us middle-aged oldies a lot of things." (mf)

3. Other observations, and comments

3.1. Missing group v.1: the future industry

An important group is missing among the selected interviewees: professionals from the ‘new’ media industry.

The professional news media organisations are represented by the heads of news desks, but only a small minority of graduates from the Danish journalism education programmes are going to be employed by these traditional news media.

The news industry, as we knew it just a few years ago, has undergone significant change, the media landscape is rapidly transforming, and the known business models for news-making are - if not disappearing - then being reinvented. This new journalistic marketplace and its needs have not been ‘interviewed’.

However, the other groups of interviewees – researchers, journalism teachers, heads of journalism departments – can also be said to possess knowledge of the needs and possibilities in journalistic environments other than the newsrooms of legacy or classic media.

The imbalance is seen in the boards and committees attached to the journalism schools; they are still dominated by traditional media organisations. The known, or ‘old’, media landscape also dominates how the students see the media.

As one head of a university journalism department puts it:

*Quote:* “The new students’ knowledge level is surprisingly low. They have no knowledge of how the media market is evolving.”(mo).

Their knowledge grows, but for their internships, they still primarily apply for national dailies, broadcast radio and TV. But:

*Quote:* “Facts are, a considerable amount of them end up self-employed.”

3.2. Missing group v.2: the future industry

More or less the same observation as in 3.1. was seen while categorizing the published research: that the journalism research concerning cross-mediality and online media was primarily focused on traditional media (legacy media, old media, established media organisations). Consequently, very little research was found on journalism in alternative media operations, journalistic start-ups, future business models.

We also found surprisingly little research on how the audience use and perceive the news on the many platforms available.

These two ‘empty spots’ may represent a window of great opportunity not just for media research, but indeed for journalism education.

*(see section 1.2., last subheader)*

3.3. So, where does this lead?

*Let’s know the newcomers.*

Research into the pioneers in new media journalism is scarce. Hurry up, before they are gone. We need to know about them.
We need to know the audience.
Research into the consumption of journalism seems to be lagging behind. Of course, commercial knowledge exists, but there is room for scientific research into how people perceive, consume, value and share news - and applying that to the development of journalism and education.

Get ready for change.
Obviously, it’s imperative to be ready for change in a changing environment. With self-employment as the standard labour contract in today’s media industry, an entrepreneurial mindset is needed – or at least the ability to understand businesses and markets; in this context, relevant skills are how to build and sustain an audience; and how to work with partners.

The web takes anything. Feed it.
Limits on types of media or amount of content no longer exist. News journalists must be able to handle several platforms. They must be able to think of stories and context, instead of just deadlines and issues.

Quote: “During the collection phase, we must be able to act, without hesitation, in different types of media. … The web as a platform is omnivorous, it takes all formats.” (ks)

Handle the gear of today (and imagine what devices can do tomorrow).
You never know what tomorrow brings, and J-schools can’t be avant-garde on everything. However, journalists must be able to acquire and process information in the form of sound, pictures, video, and data. So J-students should be familiar with the current technology, the devices, the services, and how they are employed by users and media companies, in order to be able to adopt tomorrow’s possibilities.

Co-operate with other professions.
Following similar logic, it is not possible for any journalist to master all formats, methods and technologies. It never was, and journalists always co-operated with other professions in and around the newsroom. As more - new - professions enter the newsroom, this requirement increases.

The user platform is a moving target.
News consumption is rapidly shifting to mobile devices. The smartphone – currently outperforming everything else – will be replaced by something else, but that ‘something’ will just be even more mobile and pervasive.
Mobility – ‘deal with it’, is the message.
References, lists of literature and interviews

Annex 1: References


Lund, Erik, professor, Danish School of Media and Journalism (2014). Email correspondance and interview.


Ørberg, Esben, communications officer, Danish Union of Journalists (2014). Email correspondance.


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### Annex 2: Books

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<td>Aviskrigen</td>
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<td>Anker Brink Lund</td>
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<td>Menneskelig kommunikation</td>
<td>Peter Bro Petersen</td>
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<td>13</td>
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<td>København, Københavns Universitet, 2013</td>
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<td>Johann Roppen, Lars Nord, Anker Brink Lund (eds.)</td>
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<td>Survival is Success-Journalistic online Start-Ups in Western Europe</td>
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<td>Sådan redder de journalistikken</td>
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<td>21</td>
<td>Ten Years that Shook the Media World</td>
<td>Rasmus Kleis Nielsen</td>
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### Annex 3: Articles in journals and books

**a** = journal article  
**b** = book chapter

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<td>Amateur Sources Breaking the News, Meta Sources Authorizing the News of Gaddafi’s Death</td>
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<td>52 b</td>
<td>Quantitative methods are no longer rare in European journalism curriculum</td>
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<td>Kirsten Sparre</td>
<td>Nordicom Review, 2008</td>
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**Annex 4: List of textbooks**

**Text books:**
Cialdini, Robert B.; Martin, Steve J; Goldstein, Noah J. (2010). *Yes! 50 scientifically proven ways to be persuasive*. New York, NY, Free Press.
Scoble, Robert & Israel, Shel (2013). *Age Of Context*. The authors under Patrick Brewster Press.

**Other recommended books for students:**


- - -
Annex 5: List of interviews

IJIE qualitative interviews. Four sample groups were built in order to collect information from the main actors related to the field of journalism studies; the sample groups were defined by the IJIE project.

Interviewees’ titles/affiliations as of the date of the interview.

All interviews conducted and transcribed by Asbjørn Jørgensen between October 2014 and January 2014.

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<td></td>
<td>KU: Stig Hjarvard, Aske Kammer.</td>
<td>Stig Hjarvard ok 6.nov. Aske Kammer ok 20.nov. (ok, ok).</td>
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<td>RUC: (Jannie Møller Hartley, Mark Ørsten).</td>
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<td>eb.dk + Ekstra Bladet: Mette Fleckner.</td>
<td>Mette Fleckner ok 6.nov.</td>
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<td>DR: Jacob Kwon.</td>
<td>Jacob Kwon ok 6.nov.</td>
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Annex 6: The interview questions

The interview guide was defined centrally and used by all partners of the IJIE project. The instructions for the interviewer present this qualitative interview as an ethnographic interview where the questions are guidelines, with the option of an informal face-to-face exchange of views and where the interviewer can ask follow-up questions.

- Group 1 : Heads of departments of journalism

Today (or in a near future), media companies are led to simultaneously produce contents on very different kinds of format or medium.

- Is it a question that already came up to you? ; If so, which means did you develop for your students?
- How did you anticipate this change?
- What are your interactions with media professionals? (for example to innovate in your way of teaching)
- When dealing with multiformat digital production, is the theme/issue presented at such in your school, or does it already appear in the curriculum? (Training, technical competences, on-the-spot exercises, …)
- In a newsroom-type situation, do participants deal in terms of multiformat production or as separate issues; and how do they cope with it?
- What are your students’ expectations? Do they have a clear idea about the kind of journalism they want to work for?
- What is the profile of the media professionals who work with you?

- Group 2 : Media professionals teaching journalism

Today (or in a near future), media companies are led to simultaneously produce contents on very different kinds of format or medium.

- Which subject do you teach?
- Do you still work for a media company and what are your functions?
- How did you come to teach in a school of journalism?
- What are your representations about digital journalism (changes, teaching, technical environment, savoir-faire, …)?
- Could you make a brief presentation of your newsroom and its work environment?
- How do they view the teaching orientations, particularly in relation with multiformat production? (Do you share your experience with you colleagues or talk about teaching trends)
- How is technical innovation taken into account in the school?
- Do you think “multi-media journalism” should be taught in schools of journalism?

- Group 3 : Researchers

Today, a number of research books and articles analyse what is called “Integrated Journalism”.

- What does that expression mean to you?
- Do you take it as a relevant notion to analyse new trends in news making?
- What is your feeling about “Integrated journalism” in the schools’ curricula?

- Group 4 : Heads of news desks

Today (or in a near future), media companies are led to simultaneously produce contents on very different kinds of format or medium.
• Could you make a thorough presentation of your newsroom, its work environment and the major changes that occurred?
• According to you, is multiformat production a real issue in your newsdesk? (Are there separate rooms to make the news: print, web, …; is there someone involved in multiformat production)
• What are your representations about digital journalism (changes, teaching, technical environment, savoir-faire, …)?
• On which criteria do you recruit new graduates in journalistic studies? Which skills do you privilege?
• How do you assess the way schools of journalism train their students in relation with the changes in the job (employment, salaries, use of technologies)? How could training in digital skills be improved in the schools of journalism?