

SAMARBEID MED MEDIEBRANSJEN. HVORDAN SØRGE FOR BEST LÆRING?

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HVORDAN VI BRUKER TIDA (60 MIN)

- Innlegg ved Gunhild Ring Olsen, Førsteamanuensis ved Høgskulen i Volda (10-15 min)
- Innlegg ved Kristine Holmelid, reportasjeleder Senter for undersøkende journalistikk (SuJo), Media City Bergen (10 min)
- Spørsmål og debatt (35-40 min)

A NEW PLATFORM FOR QUALITY JOURNALISM?

A study of four U.S. nonprofit university centers and their attempt to save professional reporting through using classrooms as newsrooms.

- Det går an å produsere selvstendig journalistikk og samtidig være en del av et universitet
- Kvaliteten på de få sakene som produseres, er høy
- Læringsutbyttet til studentene er svært varierende

HVA ER UNIVERSITY NONPROFITS?

- The Investigative Reporting Program at the University of California, Berkeley
- The Toni Stabile Center for Investigative Journalism at Columbia University
- The Investigative Reporting Workshop at American University, Washington DC
- The New England Center for Investigative Reporting at Boston University

Hybrider: Delvis redaksjoner og delvis klasserom

ULIKE NIVÅ AV BRANSJESAMARBEID

Senter	Forhold universitet	Hovedmål	Samarbeid bransjen
<i>IRP Berkeley</i>	Tett	Produksjon	Ingen faste. Produksjon og publisering.
<i>Stabile Center</i>	Tett	Læring	Ingen faste. Kun publisering.
<i>Workshop</i>	Tett	Produksjon	Faste samarbeid. Produksjon og publisering.
<i>New England CIR</i>	Løse	Produksjon	Faste samarbeid. Produksjon og publisering.

HVORFOR PRODUKSJON?

I see our role as producing because we got to produce. We have people giving us money, and we're saying we're great. We've won awards. We haven't won awards because we're simply instructing. The classroom is for instructing. This is for investigating the bastards and kicking ass and taking names and going through records and interviewing people on the street and going knocking on doors. I know that they will learn in the process of doing that. And they will do it through here. But I'm interested in results. I want to be publishing stuff. It matters.

Charles Lewis, Executive Editor the Workshop

HVORFOR IKKE PRODUKSJON?

Student learning may be sacrificed. So if you're doing something for publication, you know, not all – the best students probably make it, but the ones who are behind, you know, they end up doing clerical work. And what happens sometimes, (...) students end up doing the technical, the least challenging portion of the work. The hard work is done by the professional journalists, and some students question that. We want students to be able to work on their own with our guidance and to own the topic and be responsible for it.

Sheila Coronel, director Stabile Center

UTFORDRINGER VED PRODUKSJONSMODELL EN

- Lite struktur gjør at det er tilfeldig hva studentene lærer

The truth is I'm not going to jump. I'm not going to jump unless you push me into the pool. Now if you threw in some water wings and you came in with me and said ok, I think that would make all the difference.

Workshop student Christina Animashaun

UTFORDRINGER VED PRODUKSJONSMODELL EN

- Kontinuerlig tids- og produksjonspress

There's very little guidance there. And John's a good mentor, but you have to grab him. There's no curriculum. I mean, there is a curriculum, but it's essentially, long story short, the class is show up, work hard, don't do anything stupid. That's basically what you do

Workshop alumnus Aaron Gregg

It's a competitive place, and there's a lot going on. And some people could be overwhelmed by that. And I could imagine if you're 21 years old, it can be very intimidating. I've seen that with reporters too. They're awestruck to the point where it is paralyzing. They're like: "Oh my god, I'm at the Washington Post. Now what?"

Scott Higham, investigative reporter the Washington Post

UTFORDRINGER VED PRODUKSJONSMODELL EN

- Studentene reduseres til billig arbeidskraft

It's absolutely a model for getting us to work for free. Are we going to do it? Yeah. Always. Because I'm going to get a little box at the end of a story that says "Contributed by" [...] You really want to put yourself moving forward.

Workshop student Christina Animashaun

SHAKEN SCIENCE

A disputed diagnosis imprisons parents

PART ONE | SECTION ONE



CONTRIBUTORS

Contributors to the investigation include Post database editor Steven Rich, Post researchers Alice Crites, Magda Jean-Louis and Jennifer Jenkins; Lauryn Schroeder, Manini Gupta, Dan Bauman, Jessica Floum, Mark Olalde, Megan Thielking, Sophia Bollag, Anna Zambelli, Blake Bakkila, Anna Bisaro, Ellen Schmitz, Amanda Westrich and Alec Klein at Northwestern University; Paige Blankenbuehler, Josh Benson, Joe Guskowski, Fran Webber and James Gordon at the University of Missouri; Elizabeth Koh and Cathaleen Qiao Chen with American University's Investigative Reporting Workshop; Elyssa Pachico, Mariam Baksh and Pietro Lombardi with American University; Julia Glum, Kelcee Griffis and Katherine Kallergis from the University of Florida; Rachel Leingang from Arizona State University; and Carolyn Crist and Lee Adcock from the University of Georgia.

— Debbie Cenziper

Contributors

Part 1: Lauryn Schroeder, Jessica Floum, Manini Gupta, Dan Bauman and Mark Olalde of Northwestern's Medill Justice Project; Cathaleen Qiao Chen of the Investigative Reporting Workshop at American University; Post video journalist Zoeann Murphy, photographer Bonnie Jo Mount, database editor Steven Rich and researchers Alice Crites, Magda Jean-Louis and Jennifer Jenkins.

Part 2: Dan Bauman with the Medill Justice Project at Northwestern University, Cathaleen Qiao Chen and Elizabeth Koh with American University's Investigative Reporting Workshop, and Washington Post researchers Alice Crites and Magda Jean-Louis.

Videos by Zoeann Murphy.

Photos by Bonnie Jo Mount.

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FORDELER MED PRODUKSJONSFOKUS

- Får kontakter, arbeidsprøver, og lærer hvordan «ekte» redaksjoner fungerer
- Studentene *kan* få omfattende «elbow to elbow»-undervisning

I was at the Post a couple of weeks ago to see so many of our students in the newsroom of one of our nation's most prestigious newspapers, doing work that's meaningful, the work that has an impact, working with amazing, experienced journalists and doing it on this kind of national stage

Jeffrey Rutenbeck, dean American University's School of Communication

TEACHING HOSPITAL MODEL

Løse felles samfunnsproblem

Given the precarious financial state of the news media, our core conviction about the role of our profession feels a bit shaky. [T]he education sector is just about the only part of journalism whose business model is still in excellent health. [...] what can we do to help change the situation for news organizations, so that journalism schools and the profession might thrive together?

Nicholas Lemann, dean Columbia University's Graduate School of Journalism, 2009

Svekket autonomi?

Training news workers in an era of shrinking newsrooms and growing technological dependence means serving industry's immediate needs, which too often include quick story turnaround, single sourcing, newsroom-based reporting, brand journalism, and native advertising; this produces Jacks and Jills of all platforms, masters of none. We need to draw a distinction between the learning environment of the classroom and the production environment of the newsroom.

Gasher, 2015

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