

# ***The Future of Journalism Education in the World and in Nordic Europe***

*The views of journalism educators*

**Nico Drok**



**World Journalism Education Council**

***Journalistic Roles, Values and Qualifications in the 21st Century:  
How Journalism Educators Across The Globe View The Future of A Profession in Transition.***

# 1. Background of the research

## 2. Some outcomes



## World Journalism Education Council

### ➤ Diversity

- Different... cultures and languages
- Different... historical and political background
- Different... socio-economic conditions
- Different... levels of press freedom
- Different... media systems
- Different... views on journalism
- Different....educational goals and traditions
- Different... types/sizes of institutions

## Same type of educational dilemma's:

- **Concept** : a narrow or a broad definition of journalism?  
*Journalist or Mediaworker?*
- **Expertise**: skill-based or academic reflection?  
*Do journalism or Study journalism?*
- **Focus**: news industry or society?  
*Training for job or Educating for profession ?*
- **Mission**: realism or idealism?  
*Journalism as it **actually develops** or as we **would wish** it to develop?*

## Same major trends:

### *Technological:*

#### Ending of **monopoly** on news;

- Many new news suppliers, Disintermediation

### *Economical:*

#### Ending of **scarcity** of news;

- Disrupted business model, News seen as free

### *Social:*

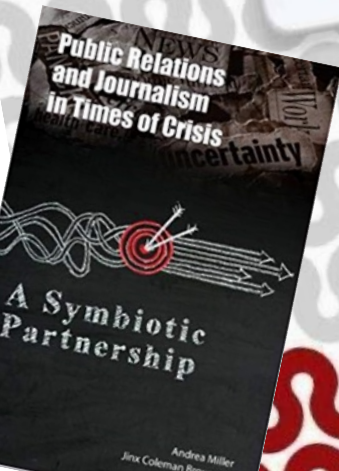
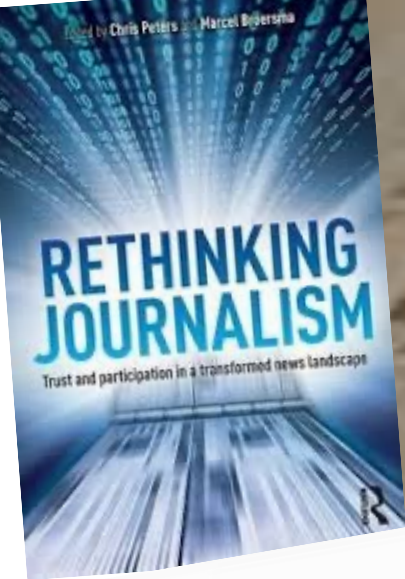
#### Ending of **mass** audiences;

- Communities, Target groups

### *Relational:*

#### Ending of **one-way** sending;

- Interacting, Cooperating



Innovation debate in journalism education often has a strong focus on **MEANS**:

Technological means



Financial means

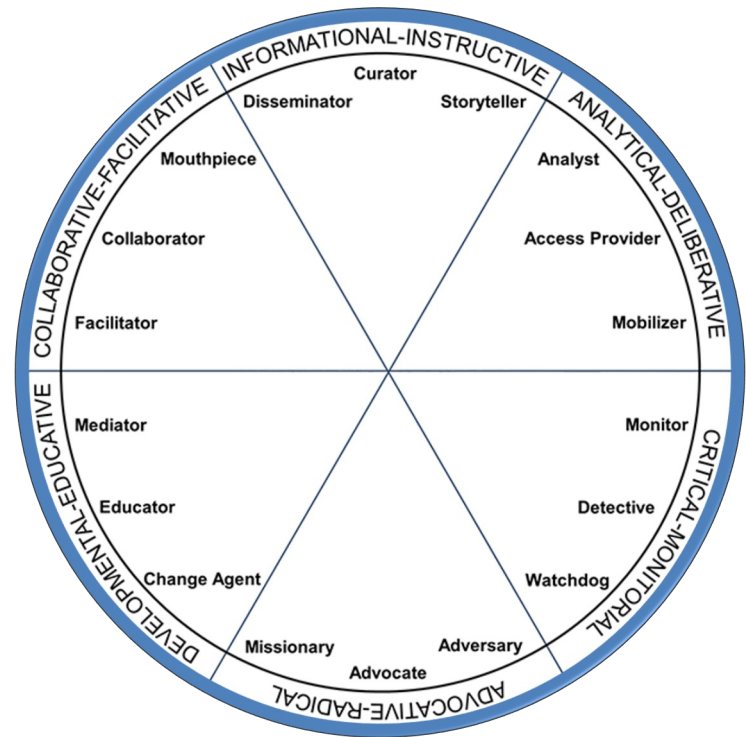


Debate should not only about the **MEANS** of journalism.....



But also about  
the **GOALS** of  
journalism,

Its **ROLES**,  
its **VALUES**



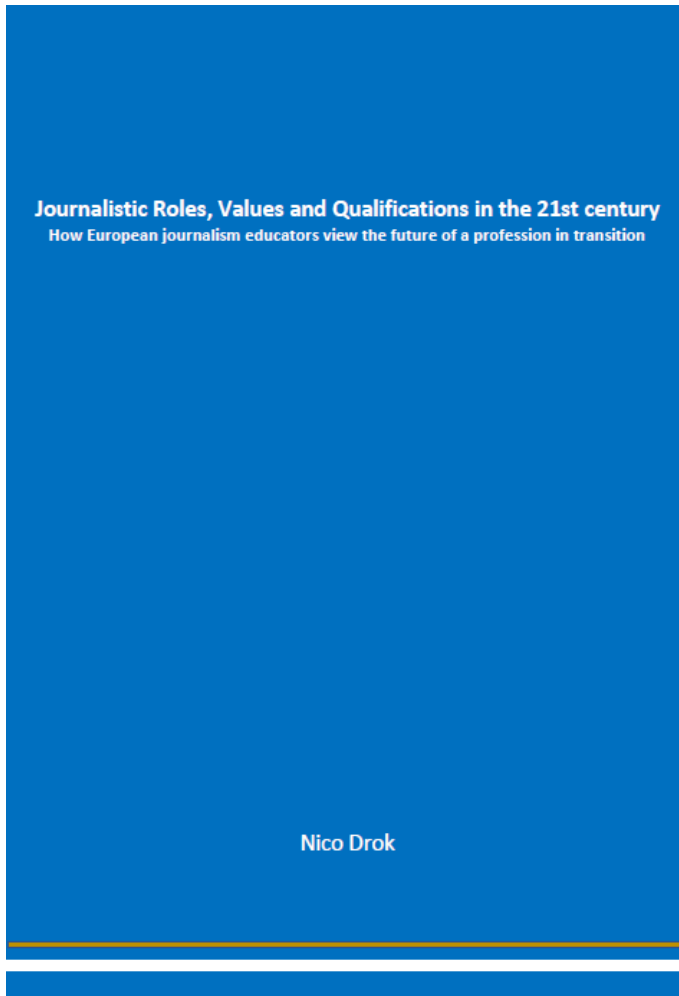
Hanitzsch, T. & Vos T.P. (2018). Journalism beyond democracy: A new look into journalistic roles in political and everyday life. *Journalism* Vol. 19(2) 146–164

Alexander, J.C. et al. (2016). *The crisis of journalism reconsidered. Democratic Culture, Professional Codes, Digital Future*. New York: Cambridge University Press.

# International research on journalistic roles & values:

- Professional **journalists** (“Worlds of Journalism Study”)
- Journalism **students** (“Journalism Students around Globe”)
- Missing link: journalism **teachers**

*Journalistic Roles, Values and Qualifications in the 21<sup>st</sup> century*  
*How journalism educators Across The Globe view the future of a profession in transition*



The global report will be available  
after the World Journalism  
Education Congress (WJEC6) in  
Beijing, 6-8 July 2023

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1. Background of the research

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# *Journalistic Roles, Values and Qualifications in the 21<sup>st</sup> century*

*How journalism educators across the globe view the future of a profession in transition*

## Global Survey

After Data Cleaning:

- 1696 teachers
- 49 countries

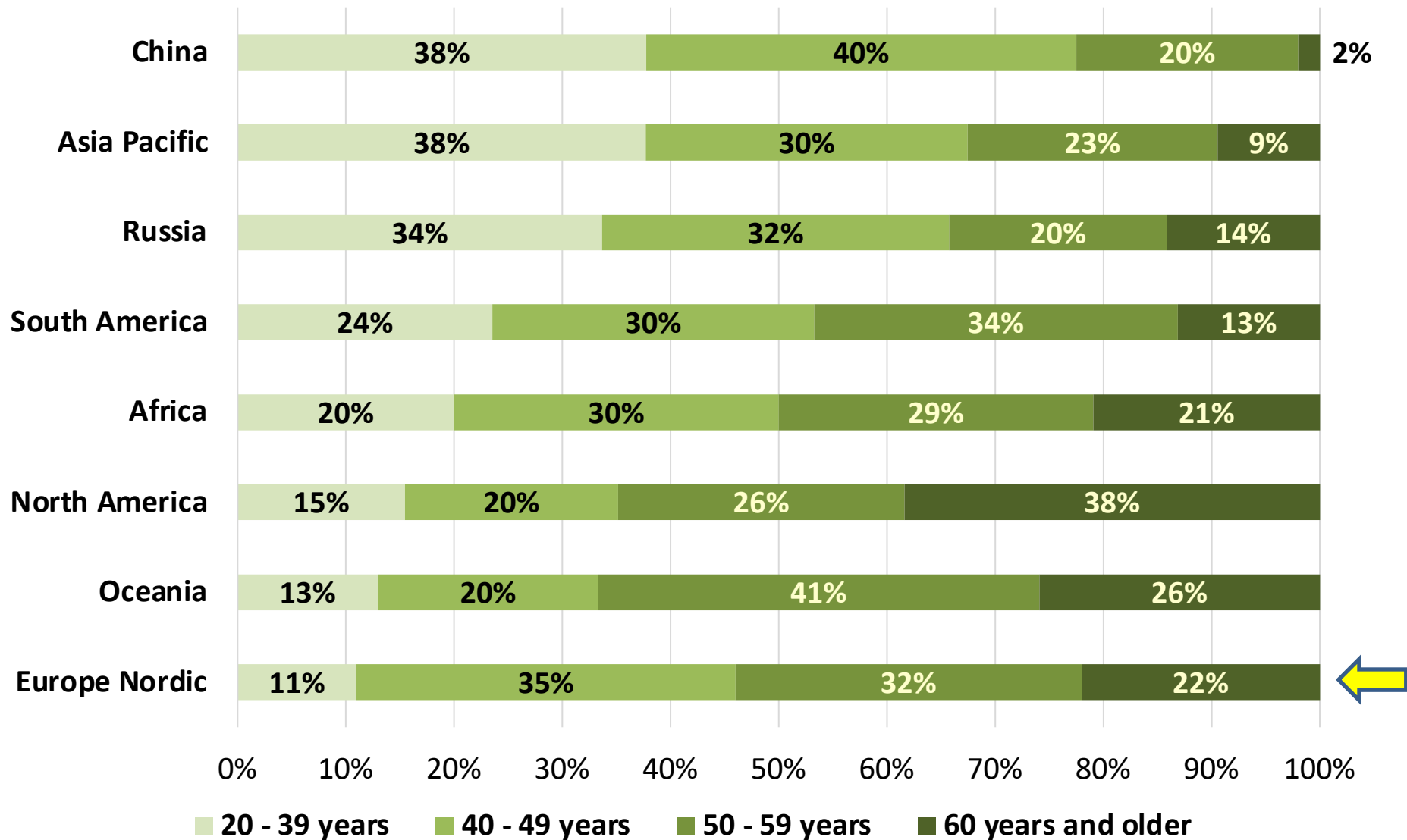
<b>Nordic Countries</b>	<b>128</b>
<i>Sweden</i>	<i>37</i>
<i>Finland</i>	<i>35</i>
<i>Denmark/Greenland</i>	<i>32</i>
<i>Norway</i>	<i>22</i>
<i>Iceland</i>	<i>2</i>

# Journalism teachers: who are they?

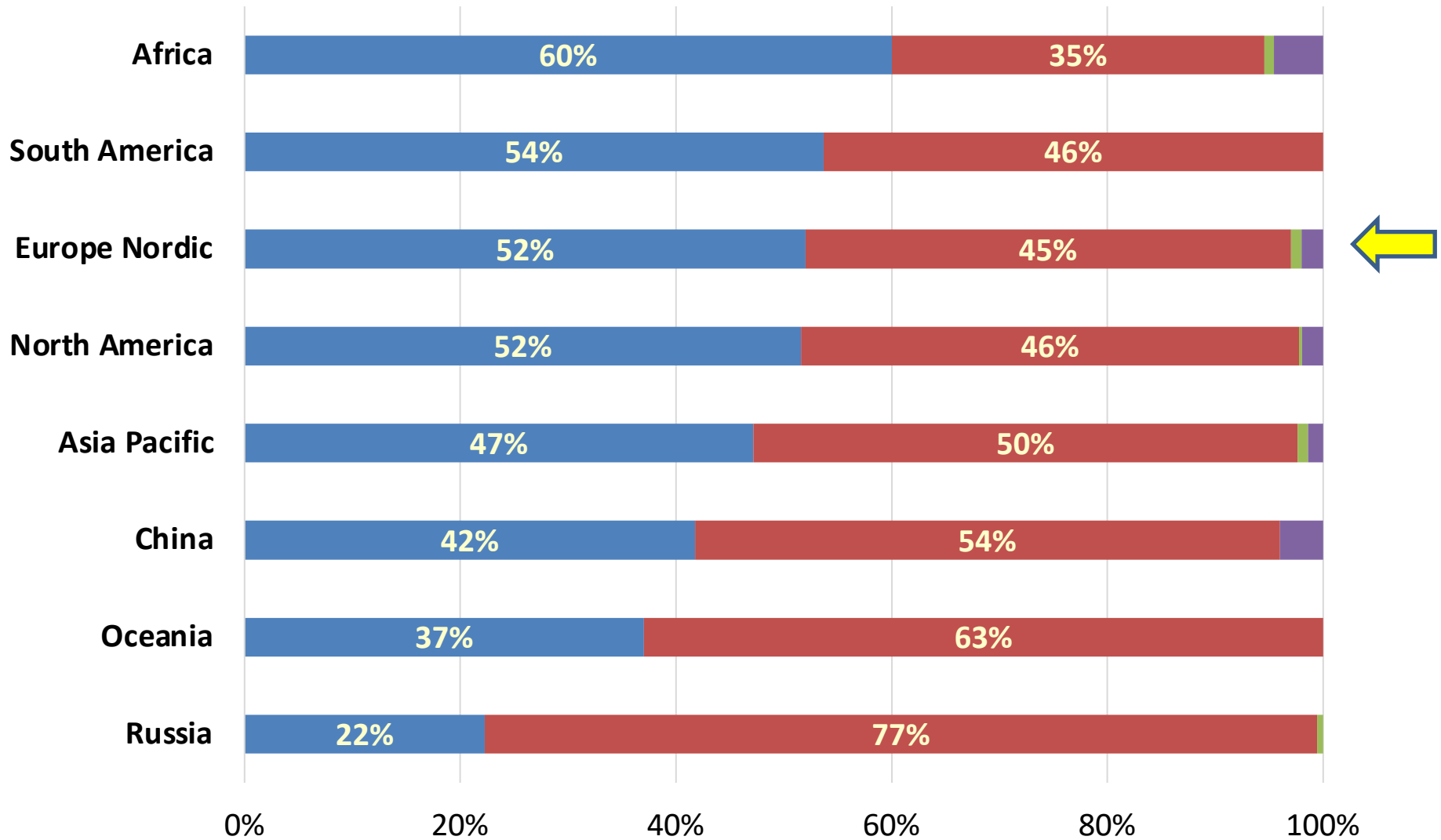
Background characteristics

- age,
- gender,
- educational level,
- years of experience in journalism

## AGE



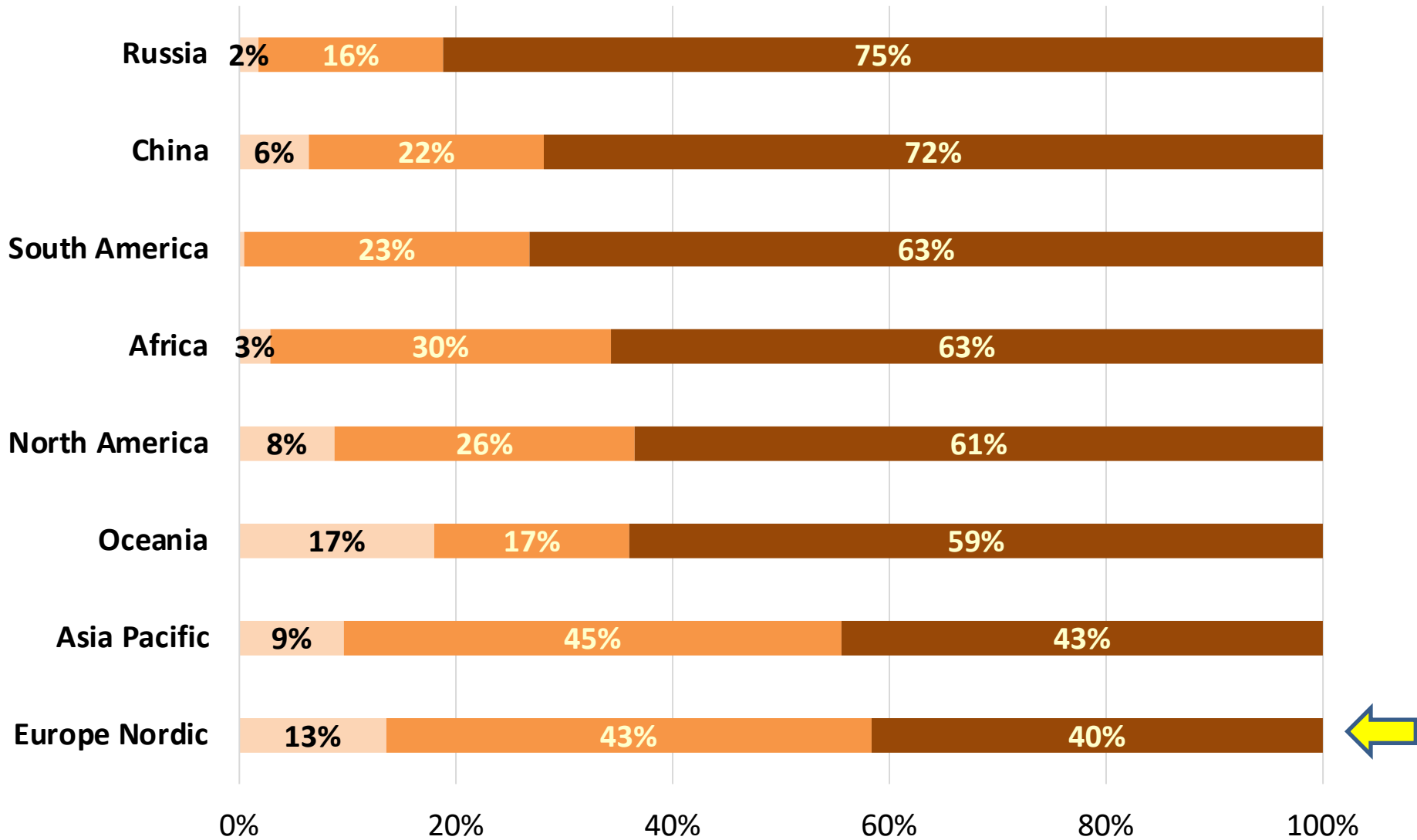
## GENDER



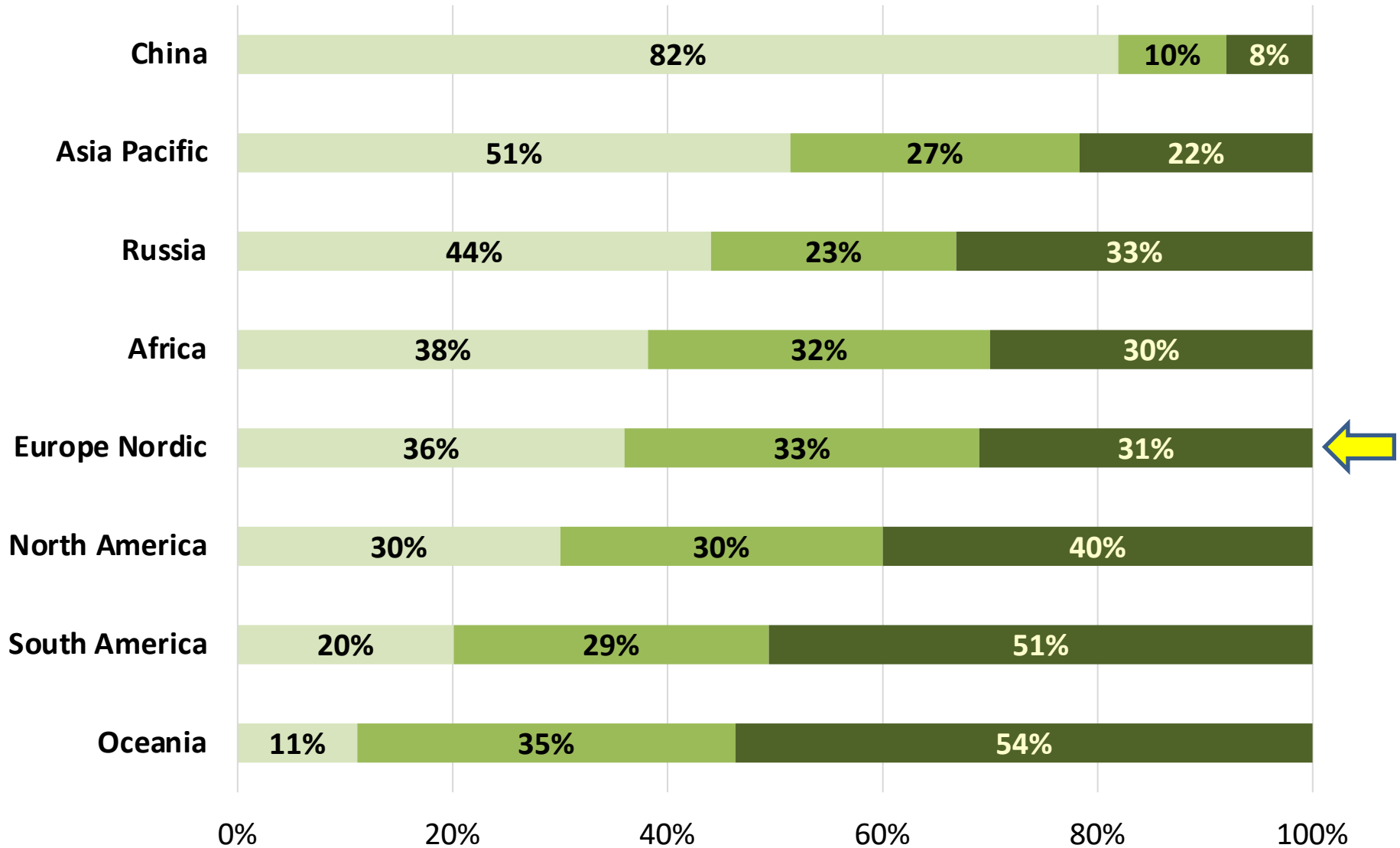
Nordic 28 September 2022

■ Male ■ Female ■ Non-binary ■ Prefer not to answer

## EDUCATION



## YEARS OF PRACTICAL EXPERIENCE



Back to:  
JOURNALISTIC **ROLE** CONCEPTIONS

Normative understandings of what  
journalism is and what it should do

## Respondents (=teachers) answered the following type of questions:

### 5. Compared to today, in the next ten years the importance of the following task for professional journalists should become:

5 Much Higher    4 Higher    3 Same as now    2 Lower    1 Much Lower    9 Don't know

a. Get information to the public quickly	5	4	3	2	1	9
b. Stay away from stories that cannot be verified	5	4	3	2	1	9
c. Monitor and scrutinize government	5	4	3	2	1	9
d. Stand up for the disadvantaged	5	4	3	2	1	9
e. Provide entertainment and relaxation	5	4	3	2	1	9
f. Expose social abuses	5	4	3	2	1	9
g. Make each day as many stories as possible	5	4	3	2	1	9
h. Provide analysis and interpretation of current affairs	5	4	3	2	1	9
i. Monitor and scrutinize business organisations	5	4	3	2	1	9

**Example**

*Today:*

Focus on **2** roles –Investigator and Disseminator

Role:

Items/Tasks:

## **INVESTIGATOR**

Cronbach's Alpha = .798

**Provide in-depth background information**  
**Provide analysis and interpretation of current affairs**  
**Provide information that people need to make political decisions**  
**Monitor and scrutinize government**  
**Monitor and scrutinize business organisations**  
**Monitor and scrutinize civil society organisations**  
**Expose Social abuses**

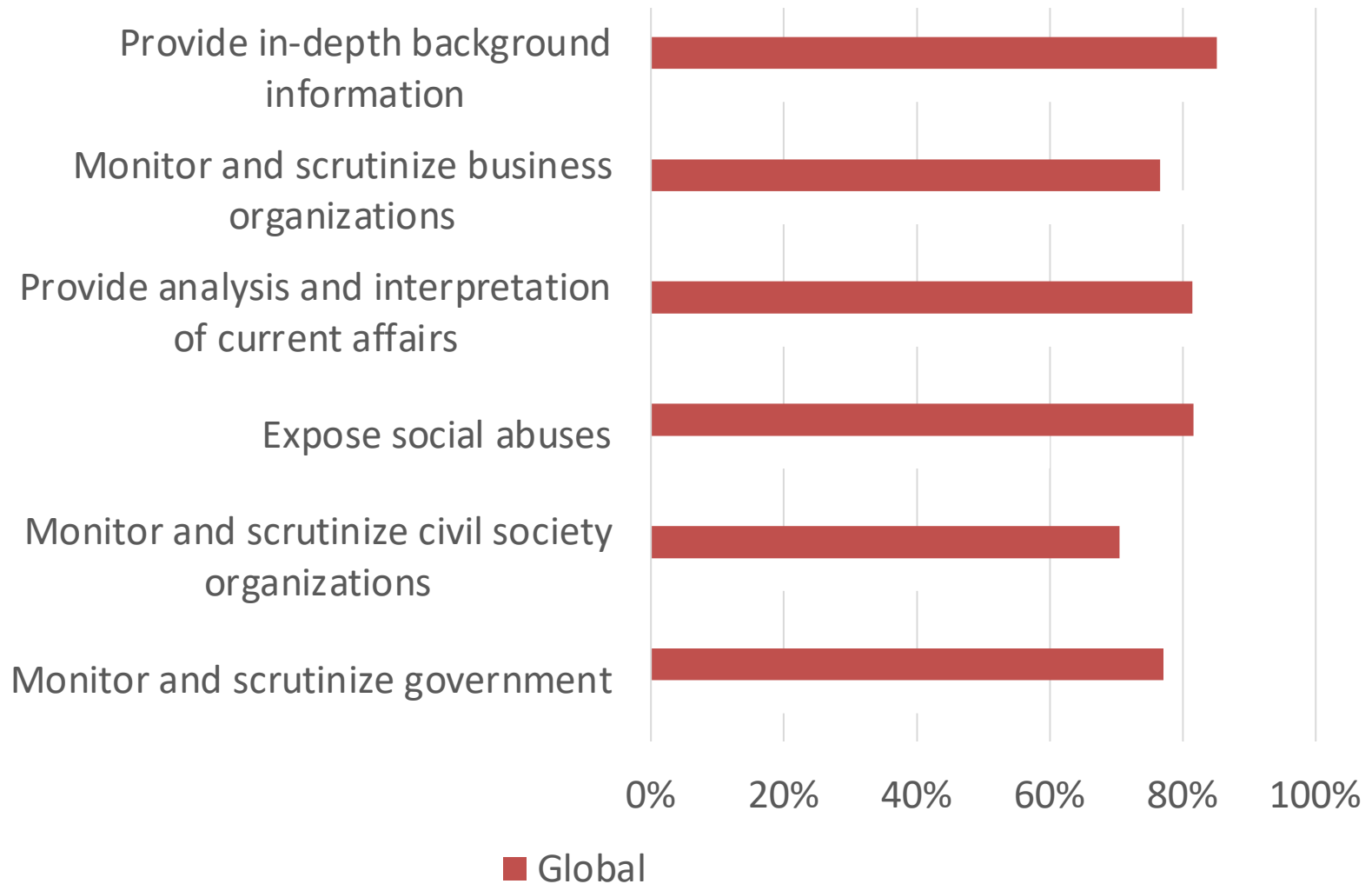
## **DISSEMINATOR**

Cronbach's Alpha = .799

**Get information to the public quickly**  
**Make each day as many stories as possible**  
**Concentrate on bringing the latest news**  
**Provide entertainment and relaxation**  
**Concentrate on news that will sell**  
**Treat the public as consumers rather than citizens**

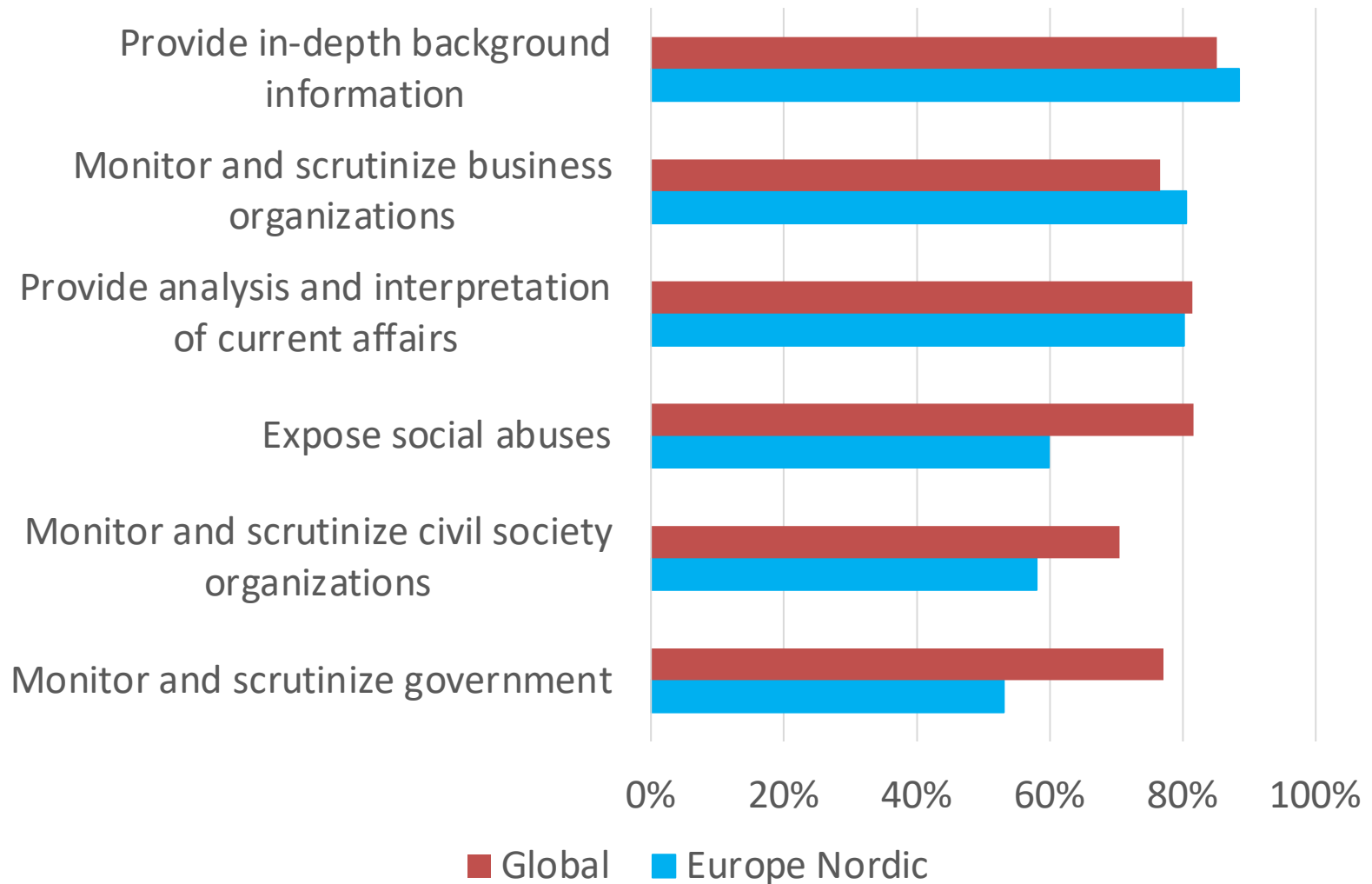
## INVESTIGATOR

(% importance (much) higher)



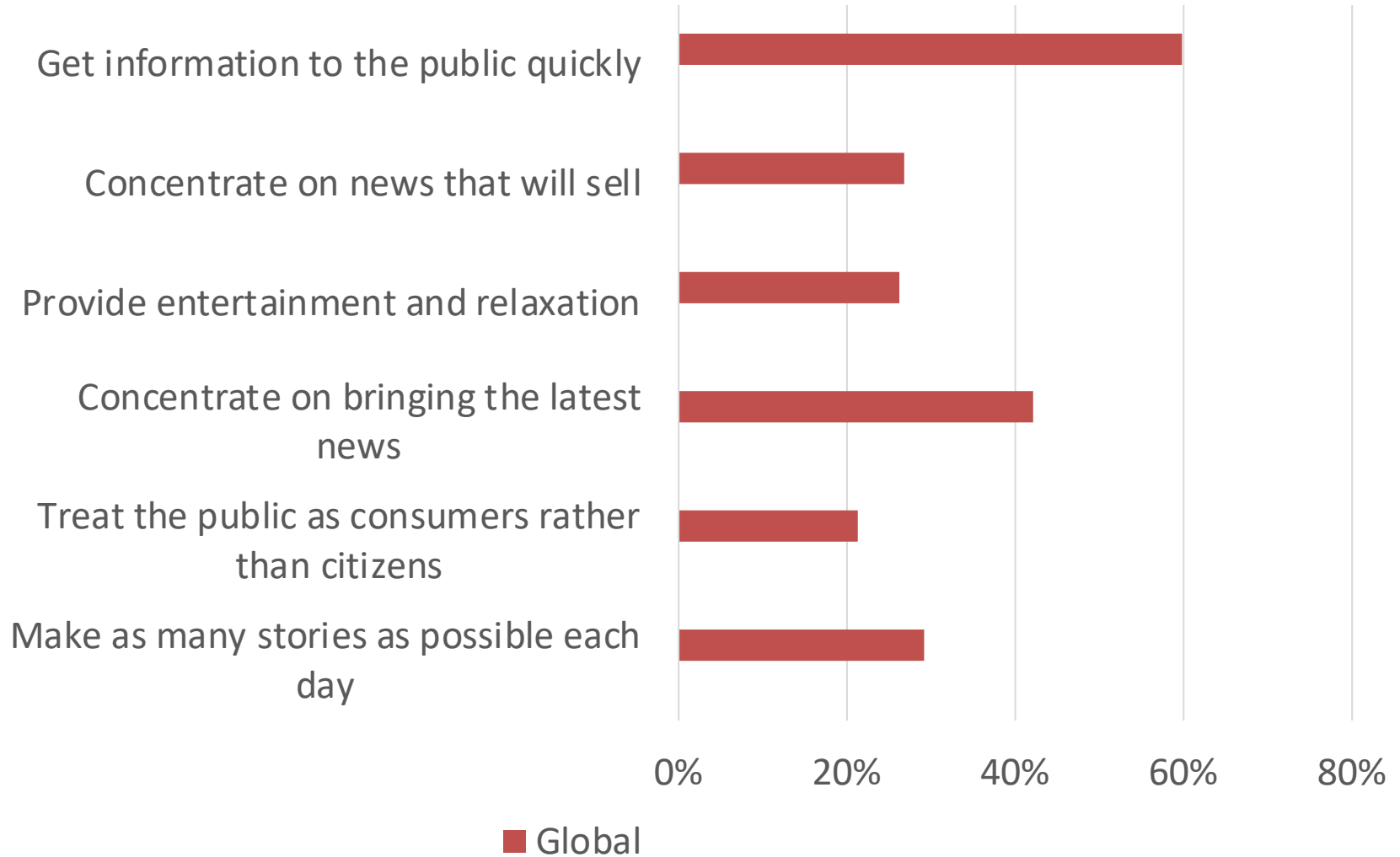
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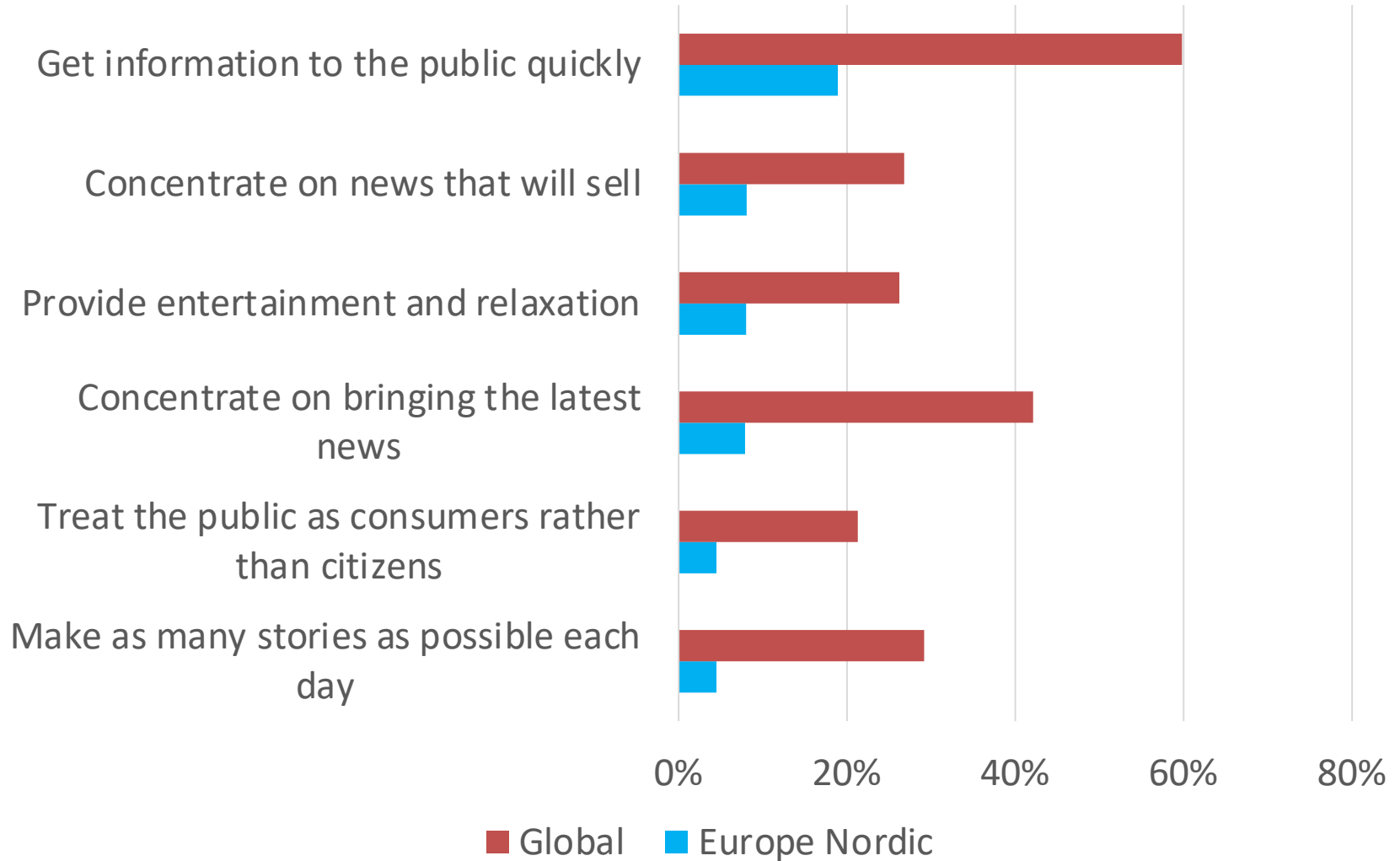
## DISSEMINATOR

% importance (much) higher



## DISSEMINATOR

% importance (much) higher



# Rankings/Index figures



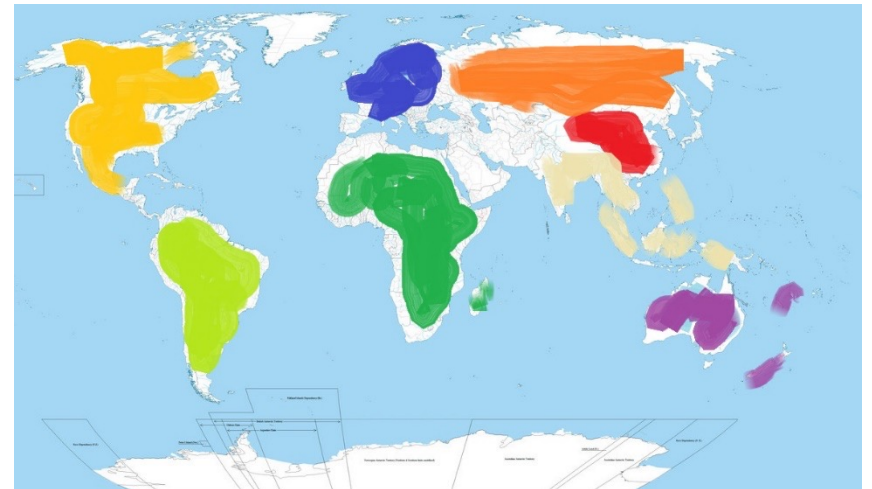
These outcomes can be influenced by the fact that countries/regions culturally differ in their **response styles** (Hofstede, 2001).

For example: Nordic teachers might be somewhat more **modest** and restrained in their answering in comparison to for instance Southern European teachers.

Therefore we also use **Rankings** in our international comparisons, starting with “1” for the highest score in a country/region. And we use **Indexes**, setting the average score of each country at 100.

# Eight global regions

- North America
- South America
- Nordic Europe
- Russia
- China
- Asia pacific
- Oceania
- Africa



<b>TASKS <u>Ranking</u> :</b>	<b>GLOBAL</b>	<b>North America</b>	<b>Europe Nordic</b>	<b>Russia</b>	<b>China</b>
Stay away from stories that cannot be verified	1	1	5	1	7
Provide in-depth background information	2	4	1	4	3
Expose social abuses	3	6	8	3	4
Provide analysis and interpretation of current affairs	4	10	3	6	1
Stand up for the disadvantaged	5	5	7	5	2
Monitor and scrutinize government	6	2	10	10	10
Provide information that people need to make political decisions	7	7	4	9	8
Monitor and scrutinize business organizations	8	3	2	13	5
Point people toward possible solutions for societal problems	9	9	6	2	6
Monitor and scrutinize civil society organizations	10	8	9	11	13
Motivate people to get socially involved	11	11	11	8	11
Get information to the public quickly	12	13	13	7	9
Give ordinary people a chance to express their views	13	12	12	12	12
Concentrate on bringing the latest news	14	14	14	14	14
Provide entertainment and relaxation	15	15	15	17	17
Make as many stories as possible each day	16	16	18	15	16
Concentrate on news that will sell	17	17	16	16	15
Treat the public as consumers rather than citizens	18	18	17	18	18

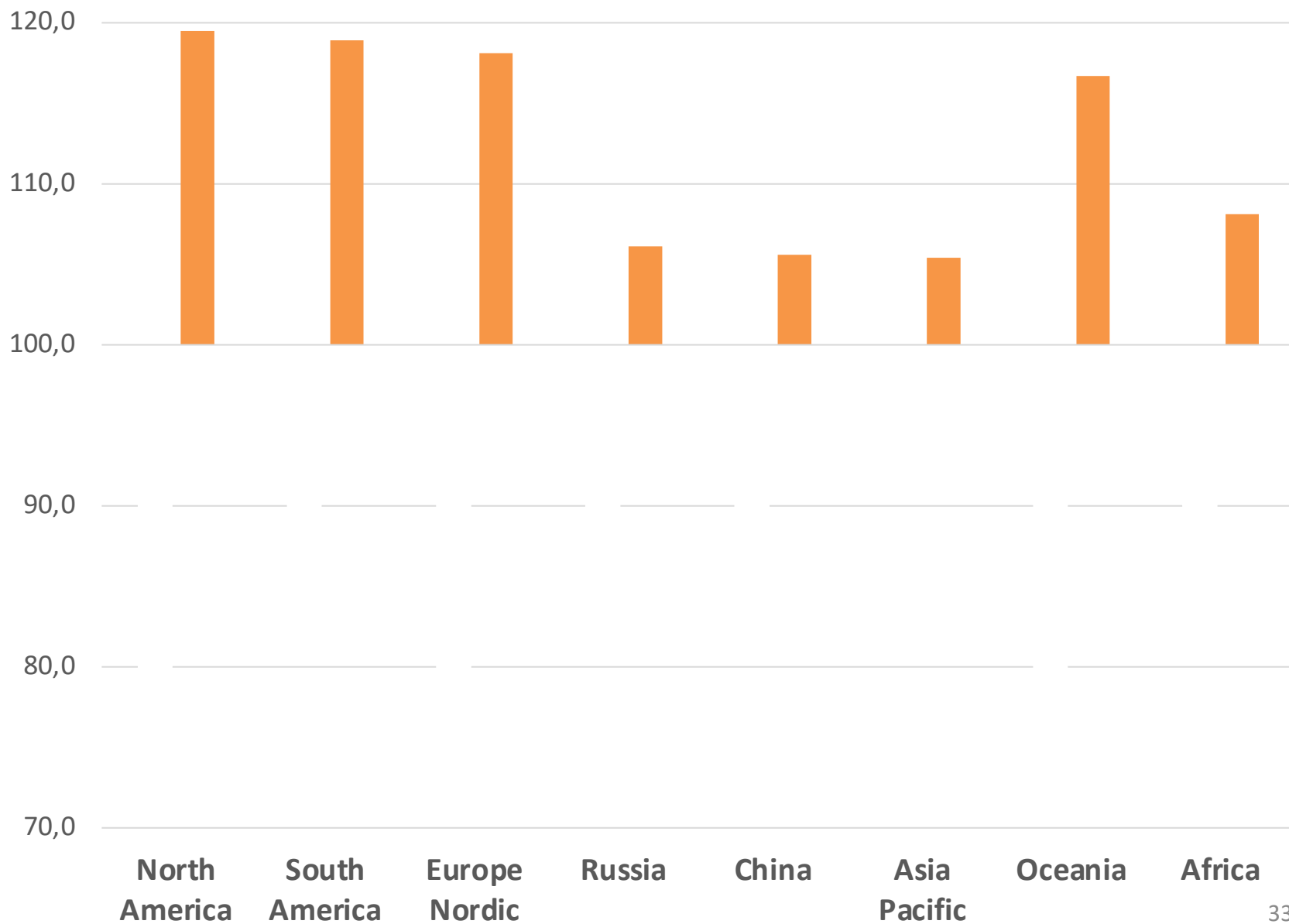
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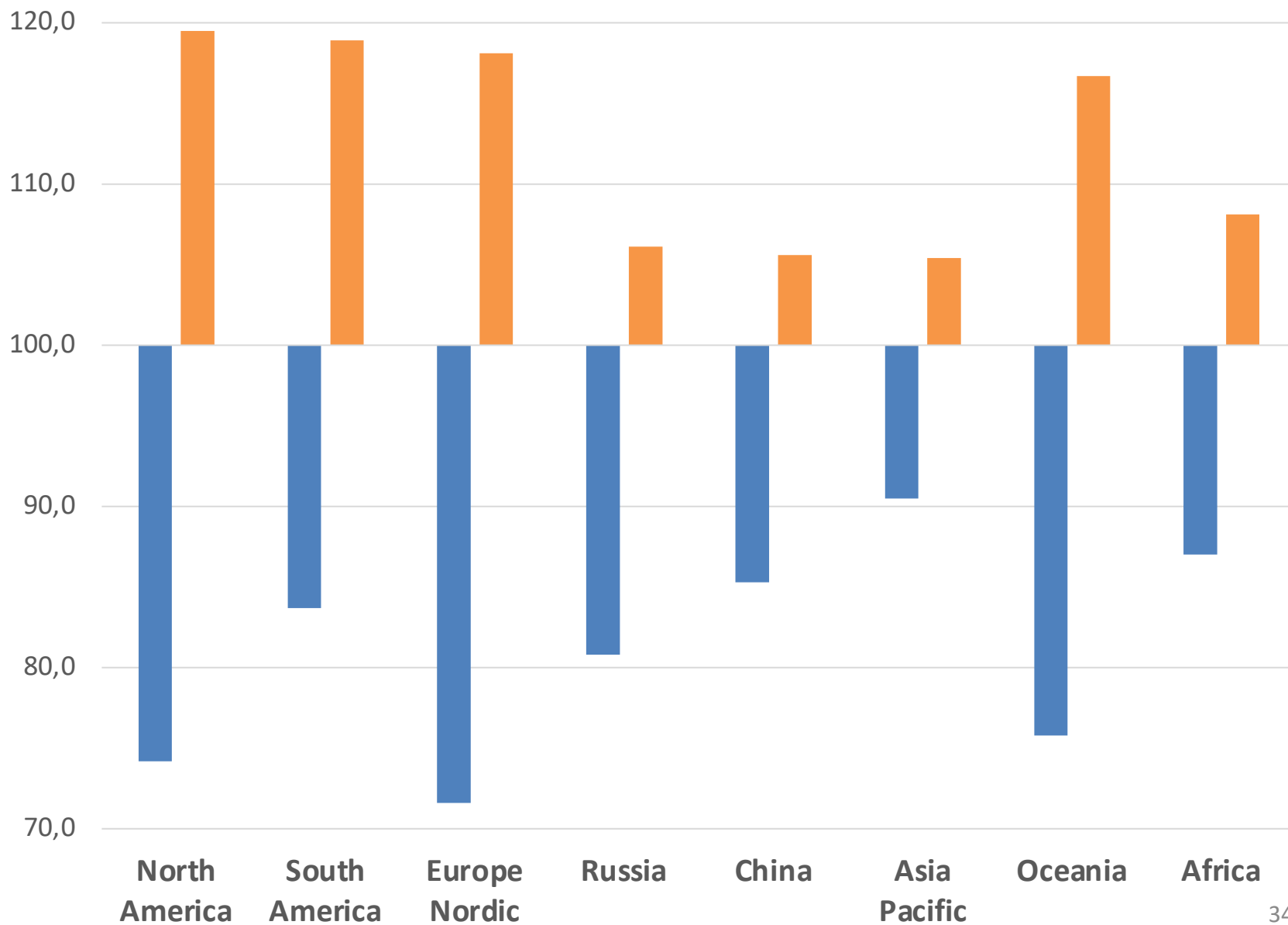
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Investigator



■ Disseminator ■ Investigator



*Nordic teachers clearly prefer more attention for the ‘Investigator’ role and less attention for the ‘Disseminator’ role.*

Qualifications with the highest score on future importance	
Be able to <b>evaluate sources</b>	71,3%
Discover newsworthy issues on the basis of <b>in-depth research</b>	71,3%
Know current events and their <b>context</b>	64,3%
Select information on the basis of <b>reliability</b>	64,3%

Qualification with the lowest score on future importance	
Work under <b>time pressure</b>	12,2%

# Thank you

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