PROFESSIONAL IDENTITY IN CHANGING MEDIA LANDSCAPES

Journalism Education in Sweden, Russia, Poland, Estonia and Finland

Karin Stigbrand & Gunnar Nygren
PREVIOUS PUBLISHED TITLES


4. Gunnar Nygren (ed.), *Journalism in Russia, Poland and Sweden — Traditions, cultures and research* (2012)

PROFESSIONAL IDENTITY IN CHANGING MEDIA LANDSCAPES

Journalism Education in Sweden, Russia, Poland, Estonia and Finland

Karin Stigbrand & Gunnar Nygren

JOURNALISTIKSTUDIER VID SÖDERTÖRNS HÖGSKOLA 6
JOURNALISM STUDIES 6
SÖDERTÖRN UNIVERSITY
Abstract
The aim of this comparative research project is to investigate academic programmes in journalism in relation to models of journalism and professional values. Five countries are included: Russia (Moscow State University), Finland (University of Jyväskylä), Estonia (University of Tartu), Poland (University of Warsaw) and Sweden (Södertörn University).

Research questions

Method
Official documents, curricula and descriptions of courses give the context. Qualitative interviews with altogether 40 teachers have been analyzed. A survey of 527 journalism students (157 from Sweden/Södertörn, 141 from Russia/Moscow, 145 from Poland/Warsaw, 47 from Estonia/Tartu and 31 from Finland/Jyväskylä) shows how the students see their future role.

Results
Opposing demands characterize the programmes in journalism at all the universities. They exist in a dynamic interface between prevailing academic traditions, the media industry and the political establishment. Ideological shifts are especially dramatic in the post-Communist countries. The similarities in some responses suggest a convergence of perceptions of journalism independent of national context.

Keywords: Journalism, Journalism Education, Professional Identity, Media Systems.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Journalism and Democracy</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Education</td>
<td>9</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>13</td>
</tr>
<tr>
<td>Changing Media Landscapes</td>
<td>21</td>
</tr>
<tr>
<td>Research Questions and Method</td>
<td>25</td>
</tr>
<tr>
<td>Interviews with teachers</td>
<td>26</td>
</tr>
<tr>
<td>Moscow State University</td>
<td>28</td>
</tr>
<tr>
<td>University of Warsaw</td>
<td>29</td>
</tr>
<tr>
<td>University of Tartu</td>
<td>29</td>
</tr>
<tr>
<td>University of Jyväskylä</td>
<td>29</td>
</tr>
<tr>
<td>Södertörn University</td>
<td>30</td>
</tr>
<tr>
<td>Student survey</td>
<td>31</td>
</tr>
<tr>
<td>Research sample</td>
<td>33</td>
</tr>
<tr>
<td>Validity and reliability</td>
<td>34</td>
</tr>
<tr>
<td>Teachers’ Perspectives</td>
<td>37</td>
</tr>
<tr>
<td>Who are the teachers?</td>
<td>37</td>
</tr>
<tr>
<td>Journalism in the Academy</td>
<td>37</td>
</tr>
<tr>
<td>Reflections on Praxis</td>
<td>46</td>
</tr>
<tr>
<td>Cooperation with the Industry</td>
<td>63</td>
</tr>
<tr>
<td>Relation to the Government</td>
<td>70</td>
</tr>
<tr>
<td>Contacts with journalists’ unions</td>
<td>74</td>
</tr>
<tr>
<td>Journalism in society</td>
<td>78</td>
</tr>
<tr>
<td>Professional identity</td>
<td>81</td>
</tr>
<tr>
<td>Contributors</td>
<td>87</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Studies in Journalism - in the eyes of the students</td>
<td>95</td>
</tr>
<tr>
<td>The social profile of the students</td>
<td>95</td>
</tr>
<tr>
<td>Three dimensions of motivations</td>
<td>98</td>
</tr>
<tr>
<td>Professional Identity - competences and character</td>
<td>102</td>
</tr>
<tr>
<td>Journalistic values and ideals</td>
<td>105</td>
</tr>
<tr>
<td>Journalism in society</td>
<td>108</td>
</tr>
<tr>
<td>Journalism education and the future as journalist</td>
<td>112</td>
</tr>
<tr>
<td>Journalism studies as a road to other areas</td>
<td>115</td>
</tr>
<tr>
<td>Similarities and differences</td>
<td>118</td>
</tr>
<tr>
<td>Journalism Education – between academy, industry and politics</td>
<td>121</td>
</tr>
<tr>
<td>Conclusions</td>
<td>122</td>
</tr>
<tr>
<td>Further International Cooperation</td>
<td>133</td>
</tr>
<tr>
<td>References</td>
<td>137</td>
</tr>
<tr>
<td>Appendix 1 Teachers in the study</td>
<td>143</td>
</tr>
<tr>
<td>Appendix 2 Interview guide</td>
<td>151</td>
</tr>
<tr>
<td>Appendix 3 Student survey</td>
<td>153</td>
</tr>
<tr>
<td>Appendix 4 The Tartu Declaration 2013</td>
<td>173</td>
</tr>
</tbody>
</table>
The aim of this comparative research project is to investigate programmes in journalism in relation to models of journalism and professional values in Russia (Moscow State University), Finland (University of Jyväskylä), Estonia (University of Tartu), Poland (University of Warsaw) and Sweden (Södertörn University).

The countries have been chosen because they represent media systems and journalistic cultures in transition. The universities have a strong position and a tradition of international cooperation in the field of journalism research. The focus is to see how teachers and students understand the future role of journalists in their respective countries.

The first steps in this project were taken in 2010. We contacted the various universities that were to be involved in the study. Our partners in this project were to be Maria Lukina in Moscow, Raimo Salokangas at Jyväskylä, Halliki Harro-Loit at Tartu and Dominika Rafalska/Marcin Larcynski in Warsaw. Just like us, they were interested in professional values and the differences and similarities between the programmes.

Our colleagues in our own department at Södertörn University in Sweden were given the same information as the other universities. We stressed that the idea was to shed light on the historical background to current practices and to document how different elements of the programmes were related. At the same time we noticed that the point of departure could be found in our shared challenges in the media landscape: the democratic role in relation to technological developments, the increasing difficulty of defining the role of the journalist, the global deluge of news, the diminishing advertising revenues of the media companies and the desperate search for new business models.

The study is based on earlier research and discussions about journalism education as the “agent for change” (Josephi 2009, 2012). Changes in what direction? Who are the driving forces in the academic
world? How do teachers and administrators balance the opinions of the sector and the commitment of the state with their own personal convictions and their students’ wishes?

Josephi (2010) voices a need for research into programmes in journalism that have a broader approach than the focus on the countries normally studied in western media research. Our study is one step in this direction. Is homogenization of future journalists taking place, so that both the skills required and the ideals and values are merging. How do students view their future professional roles?

Professional identity is a core concept. It has been the subject of sociological research since the days of Talcott Parsons (1964). The Swedish researcher Thomas Brante (2005, 2011) sums up views on professions in the following way: their members use skills based on theoretical knowledge, they have been trained in their field and have an official qualification. Shared codes of conduct guarantee professional integrity. In addition, members share a sense of identity, common values and a language. This is one way of defining the concept that is close to ours.

In research on journalism studies of professionalization and editorial practice have sometimes been combined (Weaver et al. 2006). Journalistic identity creates a culture that its members embrace. Everyday activities in the newsroom influence in their turn the professional identities of journalists (Hanitzsch 2009). In other words there is interaction and mutual dependence. Our curiosity is based on this interplay.

The report begins with a section on journalism and democracy as well as earlier research on programmes in journalism and the concept of professional identity. A brief review is offered of the development of the media in Europe. Research questions and methodological considerations are followed by the results of the study.

We hope that this account can contribute to the discussion of aims in journalism education – and how to achieve them. Perhaps also enable some teachers to recognize themselves and discover new ways of relating to developments in the sector.
Journalism and Democracy

Approaching academic programmes in journalism can be risky for a researcher. It is easy to be caught in the crossfire of opposing demands. Representatives of the sector do not recognize the requirements that are formulated in the different academic disciplines. Everyone can agree about technical skills needed, as well as quick thinking and responsiveness to the audience. What more? Perhaps nothing? Barbie Zelizer (2004, 2009) claims that journalism can be found everywhere and nowhere. The concept of journalist poses even greater difficulty. There is a professional core but the borders to adjacent fields are wide open. Researchers in journalism, communication, sociology, history, political science, language and the humanities identify and study various elements of this indeterminate whole.

Representatives of different programmes in journalism met in Paris in 2005 within the framework of a UNESCO initiative. The idea was to collect experiences and sketch the outline of a model for the education of future journalists – a model that could be used to develop independent journalism in countries with limited economic resources. The outcome, the report *Model Curricula for Journalism Education for Developing Countries & Emerging Democracies* (2007), represents a milestone in the international debate. Its authors focus on three dimensions: three permanently topical lines of development (Ibid.).

i. An axis comprising the norms, values, tools, standards and practices of journalism.

ii. An axis emphasizing the social, cultural, political, economic, legal and ethical aspects of journalistic practice both within and outside the national borders.

iii. An axis comprising knowledge of the world and journalism’s intellectual challenges.
The authors included the late Professor James W. Carey (Columbia Journalism School, USA), Professor Hans-Henrik Holm (Danish School of Journalism), Magda Abu Fadil (Director at the American University of Beirut) and Mahmoud Abdulhadi (Director at the Al-Jazeera Media Training and Development Centre, QATAR.)

What any programme in journalism worth the name should contain is defined explicitly. The students must, irrespective of the technology involved, learn to collect information and create journalistic texts (in the broad sense of the word). Those responsible for these programmes should cooperate with the local news media and contribute in this way to development of public debate. Courses taken in conjunction with students in other subjects can and should develop the capacity for critical thinking. The following proportions for the various components of a three-year programme, a constant source of discussion, were proposed – practical exercises 40 per cent, journalistic research 10 per cent and social science/humanities 50 per cent.

The authors make different recommendations for programmes at Master’s level depending on the students’ backgrounds. Those intended for students who have already completed studies in journalism should focus on the arts/science. Master’s programmes intended for students with degrees in other subjects should focus on journalism.

The report was praised when published and had a major impact with its detailed instructions (even down to reading lists). Those responsible for these programmes are still struggling with the same questions even though technology and circumstances have since changed. The vision of independent journalism co-exists with descriptions of a field that is facing extinction.

**Similarities and differences**

On the surface, journalism is quite similar in all countries, in all kinds of media systems. Newsrooms look the same, technology is the same, daily practices and formats are very similar. At the same time, there are clear differences in the content and in the application of universal practices (de Burgh 2005). These differences can be connected to the culture and history of different countries, reflecting societal influences and political systems, rather than the influence of programmes in journalism and professional norms (Weaver & Willnat 2012).
Globalization and technological developments have led to a sharing of techniques and formats, as well as professional attitudes. Expanding programmes in journalism is also part of this development, but the question is whether this leads to homogenization, and to what extent there are still different journalistic cultures that are connected to political and social differences. Some researchers emphasize that the idea of homogenization – with every kind of journalism at a different stage on its progress towards an ideal Anglo-Saxon model – is not valid. Instead there is an awareness of the power of culture, that different journalistic cultures still exist under the surface. The ideals might superficially be the same, but how they are interpreted and attained differs (de Burgh 2005).

The professionalization of journalism is an important factor in comparative media studies. In the model presented by Hallin & Mancini (2004), the level of professionalization is one of four areas in their comparison of media systems. They identify three closely-related dimensions of professionalization – the degree of autonomy, distinct professional norms and public service orientation in journalism. Hallin and Mancini compared 18 countries in estern Europe and North America, all well developed and democratic. Even with countries as similar as this, media systems were found to differ in many ways. But tendencies were also found that drive the European media systems closer to the liberal model, centered round commercial media. Sweden and Finland are two of the countries included in this research. According to Hallin and Mancini, they belong to the “democratic-corporative” model, combining great professionalization in journalism with social responsibility and a certain degree of integration of media into the political system.

What about the rest of the world? In a new volume, Hallin and Mancini gather researchers from other countries to make new comparisons (2012).

When it comes to media systems, in their final chapter Hallin & Mancini prefer to label the development *hybridization* instead of homogenization. Globalization means that professional norms and values from the liberal model are spreading. But the result is not a convergence or homogenization, rather a birth of hybrid systems closer to “political pluralism” than the “liberal model”. Imported norms are adapted to
local political structures and practices, and partisanship still prevails over western objectivism in most of the world.

They also suggest that the concept of professionalism has to be unpacked, as it has different dimensions and should not always be associated with the American objectivity norm. Professionalism does not always equal “objectivism” (Hallin & Mancini 2012:290).

Close but still different

The five countries in this study are close to each other geographically, located around the shores of the Baltic Sea. But history and social/political culture has led to clear differences in the media systems of the five countries. These can be described briefly.

Sweden and Finland were part of the same country until 1809, and still there are many similarities between the countries. Both countries are in the top five in the world when it comes to the readership of printed newspapers and both countries have a strong public service sector in broadcast media. Both countries also have a culture of corporatism, giving organizations like unions and political parties a strong role and as well a strong position for professional journalism.

The last 20 years have brought many changes. The commercial sector in the media has grown and the Internet has become an important forum for the media and their audiences with household penetration over 90 per cent. The traditional media sector is under great pressure and is seeking new forms of publication on the net and in mobile devices. Journalism is also under great commercial pressure as it searches for new business models and a place in the new digital media system (Nord and Strömbäck 2012).


In 2005 Svetlana Pasti published Two Generations of Contemporary Russian Journalists based on interviews with journalists working in St Petersburg. She found two types of professional roles within contemporary journalism, the older generation (practitioners from the Soviet era) and the new generation (who had joined the profession since 1990). Despite their polarities, she writes, both generations accept the political
role of journalism as a propaganda machine for the power elite during elections and other important events.

According to Pasti, Chernysh and Svitich (2012) being a journalist in the Soviet era meant working for the state. Now in the post-Soviet era it means being a free-lancer instead and operating in market conditions. What has not changed is the political subordination. Russian journalists belong to a privileged professional group but even so many have a second job as well.

Another change is that the majority of the population no longer read newspapers as they did (Salminen 2009). Television has taken over the role occupied by the press when the Soviet collapsed. Salminen comments that it appears natural to western researchers to focus on democracy, the profession of journalism and the relationship between the media and Russian national elections. Liberty of the press has undoubtedly been restricted under Putin’s period in power. Established commentators (Khvostunova & Voinova 2009) are concerned by the growing proportion of journalism without content. On the other hand the market for advertising is growing, as is the Internet. Rough calculations suggest that only China can show growth that is correspondingly rapid (Ibid.).

The history of Poland is for long periods one of occupation and therefore drastic changes in the media landscape. The Great Powers of Russia, Prussia and Habsburg Austria divided the country between them during the 18th century. They each imposed their own media systems (Lara 2007, Stepinska et al. 2012). In connection with independence in 1918, journalists, writers and poets were involved in the restoration of the nation both socially and culturally. The Second World War put an end to this development. During the Nazi period there was no room for media that the Germans did not accept.

After the war it was the victorious Soviet Union that set the agenda. Newspapers close to the Catholic Church were allowed some degree of freedom, but little more than that. During the period 1989–1992, the time of change, 1,500 Polish loyal Communist journalists left their jobs. They were replaced by a new generation. There was a great need of journalists all over the country. The number of programmes in journalism grew. In 2009 there were a total of 42 university programmes focusing on communication and/or journalism.
Today Polish journalists are well educated. At the same time the number of permanent jobs has declined dramatically since 1989. Media companies consistently prefer fixed-term contracts. Studies of how journalists view themselves (Ibid.) show that they regard reporting news and shaping opinion as their most important tasks – more important than entertainment. Poland differs in this respect from the neighbouring countries.

When the media system in Estonia opened up at the end of the 1980s a new way of reporting inspired by the tabloid press was introduced. It was different, sassy and amusing (Loit 2007, Lauk 2008). The established media companies were gradually privatized. New foreign owners arrived with the Norwegian Schibsted company and Sweden’s Marieberg acquiring positions of strength.

At the same time the number of newspaper subscribers declined. Today television is dominated by ETV (Eesti Television) since the government blocked transmissions from two Russian channels in Moscow and St Petersburg in 1993 (Ibid.). Cable companies offer whatever viewers want for their private consumption. The Baltic News Service (BNS) is a news agency that covers all three Baltic states and it is owned by the Finnish company Alma Media.

National media policy in Estonia, Poland, Finland and Sweden is mainly governed by the EU. Lauk and Höyer conclude from a study in 2008 that there are more differences than similarities in the ways that journalists and media systems react to censorship – and to liberation from it.

German censorship in Norway 1940–1945 and Soviet censorship in Estonia 1944–1990 were similar during the period of totalitarian rule. When a new generation of journalists entered the field in the two countries the media system changed – but not in the same way. Historic traditions play an important role in developing journalistic culture. As do programmes in journalism.
Education is considered to be an important part in the process of professionalization of an occupation (Freidson 2001). Through education professional knowledge and values are transferred to a new generation of professionals.

With former journalists as teachers, the students learn the tools of the trade and embrace the values of their teachers. At the same time, the degree of professional education among journalists is not a measure of the level of professionalization of journalism. In many countries with a large proportion of qualified journalists there is still a low level of professional autonomy, common standards and public service orientation (Hallin & Mancini 2004).

A great deal of the research, on programmes in journalism, concerns opinions among students on professional values and the role of journalism in society (Froelich et al. 2003, Josephi 2009). One early study was made at the end of 1980s by Splichal and Sparks (1994) on students of journalism in 22 different countries. Their major finding was a strong desire for independence and autonomy among the students in all countries. Despite major differences in the national, social and economic structure of the countries, striving for professional autonomy was common for all students.

They concluded that the professional socialization of future journalists is a process that transcends national boundaries and creates universal ethical and professional standards (Ibid.). In recent years two large studies has been made of Nordic students and of Swedish and Russian students of journalism:

In a survey to 19 schools of journalism in the Nordic countries in 2005 the researchers found a general pattern of similarity. But there were also significant differences between students that lent support to a “nation type” interpretation of the attitudes and values linked to differ-
ent national traditions. The differences concerned for example the obligation of journalists to serve society in relation to more commercial tasks (Hovden et al. 2009).

In 2008 a survey studied the values and opinions on journalism of 442 Russian and Swedish journalism students. The results show similarities when it comes to motivation, areas of interest and the basic duties of journalists. But there were also clear differences in the interpretation of these ideals and values, for example when it comes to the media as an arena for public discussion, which found little support among the Russian students. In the evaluation of the situation for journalism, the differences are very clear – the Russian students feel a twofold pressure from both commercial and political forces, and in Sweden the situation is more stable with only commercial pressure on journalism (Nygren et al. 2010).

Globalization and technological developments have led to a sharing of techniques and formats as well as professional attitudes (Deuze 2005, 2006). Expanding programmes in journalism is also part of this development. In the USA approximately 90 per cent of professional journalists have completed some form of programme in journalism.

In Germany journalists have also completed higher education, about 80 per cent, although they often have degrees in subjects other than journalism. In Japan, where there are many newspapers in circulation, there is hardly any training for journalists. Future journalists are recruited instead from elite institutions in economics, political science or the humanities. They have to acquire their skills as best they can in the newsrooms.

Programmes in journalism in the UK have different focuses. The British researcher Donica Mensing (2011) stresses the importance of dialogue with the neighbourhoods surrounding universities and of local democracy in the influential book *Journalism Education, Training and Employment*.

Creating networks is a precondition for journalism today, the authors point out. This differentiates it fundamentally from the previous model, where the role of the students was to absorb what they were told. If students research their neighbourhoods during their studies and create networks there, they will probably continue to do so later in their careers in their workplaces.
Instead of preparing students for an antiquated journalistic role focusing on reporting and texts, the training programmes should deal instead with creating contacts. In this way journalism will develop, the authors maintain, as a process and a product.

If students learn to link the local with global while they are still young, it will become a way of thinking. The authors conclude with an appeal for democratic practice within the framework of journalism studies. Irrespective of whether we agree or not, their argument is interesting. It shows how closely analysis and interpretation of today’s media developments are linked to how one views programmes in journalism, their aims and their methodologies.

There are many differences in the role of programmes in journalism in the five countries in this study. In Sweden at least nine universities offer academic programmes in journalism. 78 per cent of the journalists hold an academic degree, and 46 per cent have their academic degree in journalism (Strömbäck et al. 2012). In addition many journalists have a non-academic training in journalism, in total 74 per cent have some kind of professional education in journalism (Edström 2012).

In Finland the proportion is smaller, only 25 per cent of the journalists have an academic degree in journalism from one of the three universities that award such degrees (Jyrkiainen & Heinonen 2012).

In Russia programmes in journalism were strong during the Soviet era, and many universities in the country award these degrees. During the 1990’s, the proportion of graduate journalists declined, but since 2000 it has been growing. Among young journalists, 44 per cent have a degree in journalism (Pasti et al. 2012).

In Poland programmes in journalism have a weaker position. Journalism is included in communication programmes at nine universities, but only 31 per cent of the Polish journalists have an academic degree in journalism (Stepinska et al. 2012).

In Estonia there are no similar figures available. There are two academic programmes in journalism in the country. The earliest is at Tartu University (with a strong theoretical base) and the later one, which focuses mainly on television journalism and Russian language media (more hands-on), is offered at Tallinn University (Lauk 2009).
The relationship between vocational and theoretical elements in the curriculum is an issue and a source of conflict in many programmes in journalism (Josephi 2009).

The Media sector often emphasizes practical skills, expecting graduates to be ready to start work from their first day. From the academic point of view, this is not enough. Hugo de Burgh writes in his article *Skills are not enough* (2003) about the need for reflection in programmes in journalism.

Joaquim Fidalgo (2006) argues in the same direction about the advantage of relocating the issues of practical knowledge in a qualification model where theoretical and practical vectors cooperate rather than oppose each other. The title of his article is: *Professional knowledge, beyond the opposition of theory and practice.*
The freedom and independence of the professional practice of journalists is stressed in many of the ceremonial speeches about democracy in the Anglo-Saxon world. The corresponding term in research is the individual journalist’s feeling of autonomy when evaluating and reporting news and in the choice of subject and angle.

Recent studies on a global level of role perceptions and values among journalists reveal many surface similarities. The watchdog role and communication of political information are among the functions of journalism that seem to have universal appeal. Reliability, current information and impartiality are equally important in different countries. Still there are differences in the degree of interventionism, connected to political and cultural dimensions (Hanitzsch et al. 2012).

Other researchers have shown that most journalists agree on the importance of reporting objectively, getting information to the public quickly and providing analysis of events and issues. But there are indications that acting as a watchdog on government and providing scope for the public to express themselves are given less importance (Tumber et al. 2005, Donsbach 2010, Weaver & Willnat 2012).

At a time when the democratic role of journalists is being questioned and sometimes even programmes in journalism, it is worth remembering the cornerstones of the profession that have been defined by Bill Kovach from the New York Times and Tom Rosenstiel at the Los Angeles Times Newsweek. Their book The elements of Journalism (2007) is subtitled What Newspeople Should Know and the Public Should Expect.

The authors point to the rights of citizens and the responsibility they have when it comes to the development of journalism. They maintain that the open discussion between professional journalists and their readers/audience about facts and the reliability of different sources is
crucial for the future. Transparency in the way in which journalists work and the accountability of the media companies is required to protect the credibility of journalism.

* Journalism’s first obligation is to the truth
* Its first loyalty is to citizens
* Its essence is a discipline of verification
* Its practitioners must maintain independence from those they cover
* It must serve as an independent monitor of power
* It must provide a forum for public criticism and compromise
* It must strive to make the significant interesting and relevant
* It must keep the news comprehensive and in proportion
* Its practitioners have an obligation to exercise their personal conscience
* Citizens, too, have rights and responsibilities when it comes to the news

Ultimately one can of course wonder what journalism is at all good for. The cynical answer is that it packages advertising. The point of departure in this study has rather been the approach expressed by Kovach and Rosenstiel in the following way:

The primary purpose of journalism is to provide citizens with the information they need to be free and self-governing.

Citizens are different from consumers if that is taken to mean buyers. The buyers in this context are the advertisers. They pay for market shares of the readership or audience.

If, as a researcher, one reduces citizens to consumers, it is difficult to understand the tension in the field of journalism and media developments. The conflicts between different stakeholders are diluted. Questions that deal with power, democracy and social cohesion tend to disappear.

When McQuail (2010) outlines different theoretical perspectives to the relationship between the media and their audiences, the great divide can be found in social power. The digital divide (Norris 2000, 2003) is the focus for what he calls the critical theory. This way of thinking is close to ours. Other perspectives, functionalism, social constructivism and technological determinism are more remote.
There is an explicit conflict perspective in the critical theory while the other theoretical positions rather assume a consensus perspective – that (we) all have shared interests.

In practice there is a tendency for different research perspectives to merge. Mark Deuze (2005) at Indiana University in the United States has spent no little time searching for the professional identity and ideology of journalism. The “right here, right now” credo of journalism, he writes, is challenged by advocates of both multicultural and multimedia journalism. These styles of reporting apparently bring more depth to journalistic storytelling by packaging news and information across media and throughout diverse communities. In his book Media-work (2007) he refers to the sociologist Zygmunt Bauman (2005) in a discussion of “liquid modernity”.

Deuze is interested in what happens with professional identity when life, play and work are increasingly approaching each other. When everything is liquescent – Liquid Life, Work and Media. In Deuze’s research journalism is one of several fields in “the creative industries”. He points out that alternating between journalism, advertising and PR, radio and television production and spending some time on constructing computer games is virtually taken for granted in the USA today.

He goes on to claim that the content of the concept of citizen has altered. For many people the freedom to buy jeans or something else, to favour Shell or Greenpeace, is one route to collective affiliation. These actions can be compared with voting or sharing ideologies with others.

It is easy to identify with the new world Deuze depicts. He points to characteristic features of the changing media landscape that surrounds us. He also describes, on the basis of empirical studies, what happens to values and professional identity among those who earn their livings in “the creative industries”.

Unlike Kovach & Rosenstiel, Deuze offers no solutions. He does not preach. He merely presents what is going on – from an eagle’s perspective. The question of the obligations of the audience and the role of journalism as the fourth estate is left unanswered. Kovach & Rosenstiel are not above but rather in the midst of the battle about the possibilities of journalism and its challenges. Among the teachers in this study we can expect to find representatives of both perspectives. It remains to be
seen what the outcome of this will be in terms of the knowledge, practical skills and professional values included in their teaching.

Who is to define professionalism? The Swedish researcher Birgit Petersson (2006) defines professionalization as the process through which a vocation attains the status of a profession. Her thesis is entitled: *Från journalist till murvel: Journalistyrkets professionalisering från 1900 till 1960-talet* [From journalist to hack. The professionalization of journalism from 1900 to the 1960s].

‘Social closure’ is one concept in this context, i.e. the exclusion of outsiders from the group. This is a totally impossible strategy for journalists. It would be pointless to take up cudgels to create some form of registration or authorization. The lesson to be learnt from historical surveys is that it has been the prevailing political mood and journalists’ negotiations with their employers that have gradually – and depending on their respective strengths – resolved this issue.

In Sweden this question has given rise to lively debate in the Union of Journalists since its foundation (Ibid.). Different schools have been in the majority for short periods. The American linguist Noam Chomsky is one of those who have influenced discussions in Sweden. Together with others he has accused journalists of being “the instruments of power”. If the task of acting as a fourth estate is not given priority, what remains of the “profession”?

The importance of education is discussed by many researchers as one means of strengthening the position of journalists and with it their status in society (Petersson & Carlberg 1990, Furhoff 1991). But in the same breath they stress the risk of increasing conformity in the profession.

The possibility of entering the profession without training is perceived as a value worth safeguarding. It is quite simply a requirement for the democratic role of journalism. On the whole, Birgit Petersson (Ibid.) points out, programmes in journalism are not the result of any action by the press organizations. On the other hand, the universities and the state have played an important part.

In 2011 Elin Gardeström published a thesis in the history of ideas entitled *Att fostra journalister* [Raising journalists] in which she examines more closely the initiatives and conflicts that have affected programmes in journalism in Sweden between 1944 and 1970. Her study draws attention to the tension between what is called in the thesis “the
press domain” and “the academic domain”. The press domain can be defined quite simply as the media sector, the owners of the media companies and the journalists.

In the press domain there exists, even though different interests are represented, a shared value system. Freedom, independence and loyalty to the audience are stressed. The obvious task is to enhance democracy by scrutinizing the exercise of power and providing scope for the formation of opinion.

Other traditions prevail in the academic domain. Commitment to programmes in journalism is tinged by different views of the role of universities and balance of power between disciplines and their spokesmen. The knowledge, practical skills and values that a future journalist is considered to need are subject to bargaining within the higher education institutions.

Hopes are placed on the cogency of the programmes: their power to oppose prejudice, foster peace and cohesion. Journalists can also, if only they are trained in the right way, work against commercialization and muckraking. But not everyone is equally convinced. During the years that Gardeström studied she found opposition in the press domain. Editors who had themselves worked their way up to their positions could not, quite simply, trust young graduate journalists.

The concluding discussion in the thesis about the collision between an apprenticeship culture and other forms of training in the newsrooms is also one about class. To which audience are journalists loyal? What networks function as their platforms? The use and reuse of news becomes easier when everyone thinks in the same way. Homogeneity in the profession leads to the risk of standardized contents.

Gardeström invoked Sven-Eric Liedman’s concept of frozen ideologies (Liedman et al. 1988). Even though old views are challenged by technological and economic developments in the sector, the traditions survive as sediment from the past.

Kent Asp (2007) from Sweden concludes after many years of journalism research that professionalism in journalistic ideals, ethics and autonomy has an impact not only on journalism but on culture in general, society and democracy.

In his book Den svenska journalistkåren [The journalistic profession in Sweden] he sums up two decades of studies of Swedish journalists in the
press, radio, television and the web. Shared professional ideals and a
shared view of what is professional persist, according to Asp, for good or
ill, as one element in professionalization in Sweden. Autonomy and in-
dependence from economic or political power can be identified on the
one hand: on the other conformism within the profession.

The thesis *Journalism in transition* by Jenny Wiik (2010) continues
the discussion about professional identity in relation to national and
international changes in the media landscape. The ideal of scrutiny,
ever-present in the Anglo-American research, still has strong support
among Swedish journalists. So does the task of explaining complex
phenomena in society.

A responsibility for the free formation of opinion can also be discerned
in her survey. She points out with the support of Melin-Higgings (1996)
and Hultén (2001) that programmes in journalism are a requirement if
shared professional ideals are to be maintained and developed.

**A less distinct profession**

Jenny Wiik (2012) depicts the change in the professional identity of
journalists as a negotiation between different interests. When com-
nercial driving forces become more powerful and professional ideals are
under pressure, it is natural for self-images to change. Professional
identity cannot exist as a notion independent of its context.

Media developments also mean that it is becoming more difficult to
define what journalism is and who journalists are. The demarcation
lines of journalism become less distinct. Researchers have pointed to a
de-professionalization of journalism in the sense that the profession is

The development of new forms of media on the Internet means that
the distinction between producer and consumer is becoming more
difficult to discern. Blogs and different types of social media create new
social arenas in which journalists and citizens meet as equals.

Internet developments mean that the “monopoly of knowledge” on
which the profession is based is becoming weaker. It is no longer
journalists that account for collection, selection and publication of news
– it can be done by others as well. The traditional one-way journalistic
model no longer applies.
Fundamental journalistic values are being questioned, such as scrutiny of sources in ongoing Internet publication. Audience reactions become more important when the value of an article is assessed on the basis of the number of hits and journalistic ambitions are weakened.

The boundary lines separating journalism from advertising and PR are becoming less clear, especially on the Internet. Media workers who act as suppliers to newsrooms produce both journalism and information/PR. More and more journalism in the field of lifestyle is shifting towards a no-man’s land close to advertising. Many recent graduates in journalism go to work in information and PR.

The professional institutions of journalism are being eroded. Fewer join trade unions that lay down ethical rules for the profession. The ethical system is becoming increasingly shaky in relation to the traditional media and only covers a small part of the new net-based media.

Altogether these developments mean that professional identity is less distinct. It is increasingly left to each and everyone to define who is a journalist.
Changing Media Landscapes

The media industry is growing in a climate of strong competition. In the anthology *European Media Governance The Brussels Dimension* (2008) Giorgios Terzis describes the development of the European media companies with special chapters on print and online, broadcasting, film, advertising, the conditions for journalism and audiences.

He concludes with a discussion of how the position of the companies can be strengthened in the global market. All of the countries covered by the study form part of this expanding economic sector. Just as a background to our discussion, here are some short notes about a few of the important actors.

The competition between major European companies and smaller national companies will play a decisive role for the future structure of the media. Seven countries dominate this stage. Most of the fifty largest companies, 90 per cent, have their head offices in France (Havas, Hachette, Bouygues), Germany (Bertelsmann, Springer, Kirch) Italy (Rizzoli, L’Espresso Group, Medaset) Luxembourg (CLT, SES) The Netherlands (Reed Elsevier, Wolters Kluwer), Spain (Grupo Prisa, Telefonica, Grupo Correo) and the UK (Trinity Mirror Group, ITV, News International).

Transparency and self-regulation is stressed in all the documents regulating the media in the EU. But self-regulation, “soft governance”, offers weak instruments in this context. Legally they are of no effect.

Economically, the newspaper industry is an important sector in the EU with 750,000 employees working for 64,000 companies. They are represented in negotiating contexts by the ENPA, the European Newspaper Publishers’ Association. This is a lobbying organization and its aims are freedom of the press, pluralism and cultural diversity in all of the member states.
The question of copyright and the rights of the press companies to the texts, pictures, etc. produced and distributed by the individual newsrooms is closely monitored – as are databases. A special directive (the Database Directive) attempts to prevent “free riders” from using material from individual newspaper companies and publishing it together with their own advertisements.

In order to monitor freedom of the press globally ENPA cooperates with WAN, the World Association of Newspapers as well as IFJ, the International Federation of Journalists.

The corresponding organization for periodicals is FAEP, the European Federation of Magazine Publishers. The market for this group of publications is characterized by the specialization of the different companies and the extremely high turnover. New magazines are always in the pipeline and old ones disappearing. On-line publications supplement the print runs. As the number of Internet users in the members states grows, many new magazines appear on-line without any printed versions being published.

The EBU, the European Broadcasting Union, is one of the most important actors in the European media market. This organization, which covers the public service sector, represents a total of 74 radio and television companies. It is intended to monitor technological developments, competition and convergence as well as changes in the total media landscape.

What audiences expect of public service companies is analyzed. Here the point of departure is the importance of the media for Europe’s social, cultural, economic and – not least – democratic development.

The commercial radio sector is represented in the EU by AER, the Association of European Radios. The number of stations varies as turnover in this sector is high. Its estimated membership comprises about 4,500–5,000 stations. Advertising, sponsorship and proposals on regulating broadcasts are constantly on the agenda.

EFJ, the European Federation of Journalists, represents about 260,000 journalists in more than 30 countries. The organization has its head office in Brussels, located close to the European Parliament and the European Council. Its mission is to enhance the position of journalists. It is also tasked with upholding pluralism and the sector’s responsibility for democracy and public service values.
Free-lance employment is the rule rather than the exception for journalists in many of the member states today. Collective interests with regard to terms of employment are steadily becoming weaker. Another question is journalists’ rights to their own texts. The tug-of-war with the media companies is intense at national and international level – and in the EU. EFJ has also committed itself for the survival of the public service companies and questions relating to regulation of the press.

There is not always as much transparency in the EU as could be desired and the organization has unearthed contravention after contravention. For instance the telephones of individual journalists have been intercepted in connection with the “War against Terror”.

News is power. Journalism can undoubtedly help to increase trust and understanding between countries that have been at war with each other. And just as easily distrust. The “cultural bridges” between the countries in this study still need to be constructed. Memories of war and occupation do not disappear from one generation to the next.
Research Questions and Method

We posed two research questions:

RQ 1: Teachers’ perspectives
What kind of knowledge should the programme impart? What values are important? How do the universities deal with the inherent tension between academic traditions and the demands of the media sector? How do teachers view the role of journalists in society?

RQ 2: Studies in journalism – in the eyes of the students
Why do students want to be journalists and how do they view their own futures in the media? What kind of expertise and qualities are important for journalists? What is the journalist’s role in society and how do students view this professional role in relation to other careers?

Secondary data, earlier research, is used to provide the historical background of the programmes in each country. To understand the present situation we have read official documents from the institutions, studied curricula, compulsory reading lists and examinations.

Empirical data was collected on-site in collaboration with our partners. In order to establish the teachers’ perspectives we opted for the use of qualitative interviews. A survey was made to probe the students’ views on their programmes.

The combination of qualitative and quantitative data makes it possible to present a more nuanced description of the arguments and ideas of the individual teachers and at the same time enables us to offer an overall image of the students’ perspectives on their future professional careers.
Interviews with teachers

The use of discussion in research studies is well established. To describe precisely how this kind of interview can be undertaken we have sought support in Steinar Kvale (1997) and what he classifies as a semi-structured existential interview.

... An interview intended to prompt a description of the interviewee’s existential world in order to interpret the significance of the phenomena described.

The phenomena here are the educational practices chosen by the individual teachers. We wonder how it has evolved and what is thought about the purpose and aims of their teaching. We also wonder how different tasks are allocated in the universities.

These are probably not matters that teachers devote much thought to in their everyday work. Practices just exist, like hidden ligaments, as part of our personality. It is not until some outsider turns up and asks why we do what we do that there is any reason to put them into words. What do I include in expressions like “professional identity”, “autonomy” and “the role of the journalist in society”?

The existential worlds of the teachers have a decisive impact on their answers about what they personally base their teaching on.

Academic and professional experiences form part of this existential world. They provide the foundation for classroom practice. On the whole, on the other hand, personal circumstances are not invoked. They are only accounted for as bits of the puzzle if they help us to understand the practical implications of statements that would otherwise be totally incomprehensible.

The conditions that apply to the programmes are laid down by the university administrators, who in their turn are dependent on government authorities and the political elite in each of their countries. The interviews endeavour to clarify how the teachers dependent on these decisions interpret their content. Not to find out what happened but rather how decisions are perceived. What interests us is how changes, requirements and regulations are interpreted subjectively.

We are also interested in probing into the teachers’ views of media developments, the forceful impact of technological changes. What do
they view positively in this context? What arouses questions instead? What do the changes taking place in each of the countries mean for the media landscape? How is the content of journalism affected?

The interview guide was organized on the basis of the study’s question in explicit sections [Appendix 2]. Each discussion began with a brief presentation of the ideas behind the study and continued with the respondent’s professional and academic experience. When we moved on to how they evaluated this experience and how they had come to start teaching, the “question-answer” structure opened out to allow freer discussion. This is how we continued.

The role of programmes in journalism in higher education covered questions such as numbers of applicants, enrolment and examination as well as cooperation with other disciplines – desirable and/or imposed from above.

The most important part of the interview – Models of Journalism and Professional Values – dealt with the teachers’ views of the programmes as a whole and their own courses. How are students taught to create original news, or to understand the point of journalistic ethics? How much time can reasonably be devoted to creative literary journalism? What room is there for fiction or social texts in the programmes?

How is the balance and/or integration of theory and practice viewed? Is there any point in teaching investigative journalism when this kind of reporting hardly exists in the sector?

The third section of the interview guide dealt with the teachers’ views of the sector’s ability to exert influence on programmes in journalism and the interests of the sector in relation to other forces outside higher education –governments and journalists’ trade unions. Who decides what in this context? Are programmes in journalism – more or less like teacher education programmes – caught in a continual conflict between different interests (Stigbrand & Danielsson 2005)? Are they dependent on temporary changes in the balance of power between different stakeholders?

The fourth and final section of the interview dealt with the teachers’ views on the role of journalism in society. Student conditions and their future careers. Autonomy. Students’ dreams in relation to their teachers’ views on professional identity. The democratic mission and the expan-
sion of the social media. And, to conclude, their personal reflections on what the goal is and how it can be attained.

We began our interviews in Moscow. The teachers were selected with the help of our partner in the project, Maria Lukina. We made contact in similar ways with teachers in Warsaw, Tartu and Jyväskylä. It would have been unrealistic to try to include all the teachers. We had to be content to hope for some breadth in the selection and were grateful that some teachers in each country were prepared to be interviewed in English.

To provide answers to the questions posed in the study it was important to include teachers with different areas of specialization and experience: young and old, men and women, teachers with administrative duties and teachers on free-lance contracts. The interviews at Södertörn involved a similar selection. The results were as follows:

**Moscow State University  14–15 December 2010**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Areas of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Lukina</td>
<td>Deputy Dean PhD</td>
</tr>
<tr>
<td>Marianna Blinova</td>
<td>International students/ Media economics</td>
</tr>
<tr>
<td>Andrey Vyrkovsky</td>
<td>Creative writing</td>
</tr>
<tr>
<td>Olga Smirnova</td>
<td>Vice Dean/Journalism research/ Gender studies</td>
</tr>
<tr>
<td>Slava Nekliaev</td>
<td>Responsible for the entrance tests, Visual language/Infographics/ Animation</td>
</tr>
<tr>
<td>Andrey Raskin</td>
<td>Features/Investigative journalism/Reporting peace and war</td>
</tr>
<tr>
<td>Oleg Bakunin</td>
<td>Journalism history/ Comparative studies of media systems</td>
</tr>
<tr>
<td>Michail Makeenko</td>
<td>Economic reporting/ Media economics</td>
</tr>
<tr>
<td>Ludmila Kruglova</td>
<td>Online journalism/ Communication theory</td>
</tr>
<tr>
<td>Anastasia Alexeeva</td>
<td>Online journalism/ Communication theory</td>
</tr>
<tr>
<td>University of Warsaw</td>
<td>29–30 March 2011</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Dominika Rafalska</td>
<td>Feature/Journalism research/</td>
</tr>
<tr>
<td>Łukasz Szurmiński</td>
<td>theory and method</td>
</tr>
<tr>
<td>Bronisław Tumiłowicz</td>
<td>Opinion ed./Magazine</td>
</tr>
<tr>
<td>Zbigniew Zbikowski</td>
<td>Opinion ed./Magazine</td>
</tr>
<tr>
<td>Jerzy Kłosiński</td>
<td>Press Journalism/News/</td>
</tr>
<tr>
<td>Monika Kożdoń</td>
<td>News evaluation</td>
</tr>
<tr>
<td>Ewa Kacprzyccka</td>
<td>TV/News/Comments/Debate</td>
</tr>
<tr>
<td>Marcin Lewicki</td>
<td>Entertainment &amp; Fashion/</td>
</tr>
<tr>
<td>Iwona Kubicz</td>
<td>Magazine</td>
</tr>
<tr>
<td>Marta Granath</td>
<td>Radio Journalism</td>
</tr>
<tr>
<td></td>
<td>TV Journalism</td>
</tr>
<tr>
<td></td>
<td>Press Photography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Tartu</th>
<th>4–5 April 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halliki Harro-Loit</td>
<td>Ethics/Journalism research/</td>
</tr>
<tr>
<td>Marju Himma</td>
<td>theory and method</td>
</tr>
<tr>
<td>Kadri Ugur</td>
<td>Press/News/News evaluation</td>
</tr>
<tr>
<td>Urmas Loit</td>
<td>Internships/Ethics</td>
</tr>
<tr>
<td>Aune Unt</td>
<td>Radio prod./News</td>
</tr>
<tr>
<td></td>
<td>TV prod. studio, debate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Jyväskylä</th>
<th>11–12 April 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epp Lauk</td>
<td>Journalism research/theory and method/</td>
</tr>
<tr>
<td>Raimo Salokangas</td>
<td>History</td>
</tr>
<tr>
<td>Annamaija Manninen</td>
<td>Journalism research/theory</td>
</tr>
<tr>
<td></td>
<td>and method/History</td>
</tr>
<tr>
<td>Panu Uotila</td>
<td>News, Feature/Press and</td>
</tr>
<tr>
<td></td>
<td>broadcast media</td>
</tr>
<tr>
<td>Tapani Huovila</td>
<td>Economic reporting/</td>
</tr>
<tr>
<td></td>
<td>web journalism</td>
</tr>
<tr>
<td></td>
<td>Magazine/layout &amp; visual language/web</td>
</tr>
</tbody>
</table>
A total of 40 teachers were interviewed as listed below:

Russia, Moscow State University                (10)
Poland, University of Warsaw                (10)
Finland, Jyväskylä University                 (5)
Estonia, University of Tartu                 (5)
Sweden, Södertörn University                (10)

Russia, Poland and Sweden are represented by ten teachers each because these departments have many students and teachers. Finland and Estonia are each represented by five teachers. In these departments no selection was made and all of the teaching staff took part in the study.

One result of this kind of selection, made for practical reasons, IS that the findings of the interviews cannot be generalized – either for the department concerned or the country involved. The individual teachers able to express opinions in the interviews were speaking only for themselves and not for anyone else.

As project leaders we have tested our interpretations of the teachers’ responses during the interviews. Did we understand them correctly? If not, we have tried to clarify the uncertainties. We also kept a weather eye open for potentially flattering descriptions of the teachers’ own activities, but these were rare. On the other hand their
general self-image did affect many of the answers. Some described everything with pride. Other obviously carefully planned courses were described in very loose terms. It was not uncommon to hear teachers expressing doubts about how well they fulfilled their role. This also applied to more or less cynical comments on the point of everything, on the students and the sector.

Encouraging others to believe in the possibilities of journalism day in day out can take its toll – particularly if trends in the world around you seem to contradict the professional ideals you are advocating.

In Kvale’s description (1997) of how statements from interviews can be analyzed, he distinguished between the ambition to understand phenomena and the ambition to understand the respondents. In this study we alternate between the two perspectives in our interpretations. Teachers of journalism, like practitioners of journalism, rely on their personalities. There is no other possibility. In demonstrating our point of departure to the respondents clearly we left scope for the nuances in their descriptions.

Student survey

To find out how the students in the five universities felt about their programmes and future careers as journalists we constructed a survey with 34 questions. Some of them corresponded to the ones posed in the interviews with the teachers, some of them were unique. The first page presented the survey to the students as follows (Appendix 3):

… The aim is to investigate the training of future journalists in relation to models of journalism and professional values. The countries are chosen because they represent Media Systems and Journalistic Cultures in Transition. Each University has a strong position in respective country.

We are not interested in comparing the answers of single students but to compare students and institutions in different countries. Your answers will not be possible to identify.

We want to know how you see the role of Journalists and Journalism and your way in the new media landscape. To answer the questions will take you approximately 30 minutes. …
Our partners in Russia, Poland, Estonia and Finland signed the questionnaire together with us. If there were any questions, students could contact all of us in their own language directly.

By using two languages everywhere we solved the language problem. Each question was presented in the national language – as well as in English to avoid misunderstandings.

The first part of the questionnaire concerned basics such as age, gender, family’s financial situation (close social environment) and interest in politics. This part included a question about whether the students had relatives working with journalism or media.

The second part concerned their reason for studying journalism and their dreams of the future. What kind of media were they interested in working with after graduation? What kind of subjects would they prefer to specialize in as journalists? How important for them were different sections of the programme? What kinds of skills were important for a good journalist?

The third part of the questionnaire was about the role of journalists and journalism in society. One question asked whether they thought they could make a living as a journalist? Another dealt with the importance of remaining free of special interests, bringing forward various opinions, influencing public opinion and entertaining or educating the public? Other questions included the following:

What are the threats against independent journalism in your country? Has the level of freedom for the media increased or decreased in recent years in your country? Has the quality of journalism increased or decreased? What do you think about the future of journalism as a profession?

The concluding questions touched on ethics and ideas about professional identity? They were formulated as statements and the students asked to respond by indicating whether they agreed or not on a scale 1–5.

“– As a journalist one has to accept political influence in the Media Company and the limits this puts for journalism.”

“– In the future all citizens can be journalists and find their own information.”
“– Blogging and social media like Facebook will to a great extent satisfy the need for information and news among the audience.”

Research sample

A pilot version of the questionnaire was circulated and responded to at all of the universities. Most of the questions worked and could be answered in the stipulated time. One of two words was adjusted to avoid misunderstanding. The translations of the questions were honed and the questionnaire was then sent to our partners to be copied and distributed in the classroom. Teachers were chosen to supervise as the students wrote their responses and to collect the completed questionnaires. They were then returned to Södertörn for coding and analysis. This system meant that the drop out rate was as small as it could be.

There was agreement in the project group that we should focus on students in the second or third years of their programmes. In other words we made a strategic choice. We felt that students who had just started their programmes would not feel motivated to respond to questions about their future careers. In retrospect we can see that this was the correct approach to opt for.

The problem that we later became aware of was that the choice of students nearing the end of their programmes meant that many of them were studying for Master’s degrees. As students from Master’s programmes turned out to be included in the respondents in every country, we agreed with our partners that this was acceptable.

In Sweden, Finland and Estonia Master’s students focus more on research than those enrolled in the three-year Bachelor’s programmes.

It is impossible to describe the selection in relation to any given population as the systems are structured so differently. Students, who aim to become press photographers in Warsaw, for example, complete part of the programme in journalism but later specialize together with other photography students who are interested in portraits, advertising, food or fashion.

The University of Jyväskylä was reorganized during the period in which the data was collected, which is why so few of its students were included. At Tartu University journalism forms part of an integrated programme that is entitled Media and Communication. Only students who had chosen to specialize in journalism were included.
How representative then are the study’s findings of students of journalism at the different universities? The students from Moscow, Warsaw and Södertörn provide – despite the limitations we have pointed to – a picture of student opinion among future journalists.

When it comes to Tartu and Jyväskylä we are less certain. The numbers of responses are so small that the differences we can see in the answers may be random. We did not have a lot of choice. We had to accept the responses we received from these universities or go without.

During the winter of 2011–2012 large parcels containing questionnaires arrived at Södertörn by post. They had travelled by boat or plane. We opened them with great curiosity and then began the coding using SPSS. The database gradually expanded.

The responses of the students are presented in a separate chapter. In the final section of the study we tie up the loose ends. This is where we make comparisons between the responses of the teachers and the students and draw our own conclusions.

Validity and reliability

The validity of the study is high in the sense that our ambition has been to probe into the development of five programmes in journalism in the light of changes in the media landscape. Our methods have allowed scope for surprises and results that contradict our expectations.

The aspects of validity that can be evaluated on the basis of the data collection are more problematic. The cultural differences between the countries have turned out to be greater than anticipated. The process of completing this study has been a revelation. Russian media researchers, for instance, find it impossible to use the concept of “professional identity”. Nor can it be translated in any meaningful way as there is no conceptual correspondent.

The liberal ideology that permeates media research in the West is for cultural and historical reasons one that, by and large, is difficult to apply in Russia. The anthology Perspectives to the Media in Russia: “Western” Interests and Russian Developments (Vartanova, Nieminen & Salminen 2009) demonstrates convincingly how easily theories and arguments can become ethnocentric when Russia’s media landscape is compared with Scandinavia.
It would be more fruitful, one of the authors writes, to compare developments in Russia with what is going on in India, Iran or Turkey (Ibid.). It goes without saying that differences in attitudes to democracy, the relationship of citizens to the elite, private and public, individual and collective, economics and consumerism, sacrosanct and trivial will have an impact on such a sensitive issue as educating journalists.

Close cooperation between researchers from different backgrounds seems in retrospect a good idea for anyone who wants to go further. In our study the broad issue of historical explanations for the current situation has in practice been confined to the teachers’ brief accounts. Nothing else would have been possible.

At the same time it is obvious that the historical perspective is necessary and fruitful for anyone who wants to understand how practices develop in educational systems. Reforms rather than revolutions set their stamp on changes in higher education.

Do the findings of the study hold water? Yes. Bearing the criticism expressed here in mind, the reader is given a picture of the ideals and reality at the five universities. The study makes it possible to understand the individual teachers’ dilemmas and the readiness of the younger generation to adapt to the labour market they are about to enter. It tells us something about how changes in the media landscape affect the way the students feel about journalism and their future careers.
Teachers’ Perspectives

Who are the teachers?

The teachers interviewed in this study represent different views on journalism with different valuations and areas of expertise. Many of them are journalists who have chosen to work in universities for their own further development. They are interested in the professional training aspect of the programmes where their previous experience is relevant. Every university endeavours, depending on its resources, to recruit teachers who complement each other.

Everywhere there are individuals with a keen interest in news reporting or in narrative journalism, ethics or layout. Everywhere there are also relatively recently employed young teachers who are interested in web-publication and the interactive media.

Academically trained teachers with an explicitly theoretical perspective in their approach are responsible for some elements of the programmes in all the countries. They consistently stress critical reflection as one aspect of advanced journalism.

A brief presentation of all the teachers with their professional and academic background can be found in Appendix 1.

Journalism in the Academy

Moscow State University

The first programme in journalism was established in Moscow in 1919. It was followed two years later by another in Petrograd, today’s St Petersburg (Vartanova et al. 2010). Young prospective writers and journalists were trained in Russian and foreign languages. Tolstoy and Pushkin were important models. Their narratives were cherished and
those who wanted to write were expected to take their inspiration from the great Russian authors.

A decade later, in the early 1930s, there was a network of schools all over the country. These developed in parallel with the educational system organized by the Communist party. Ideological issues predominated. What was important was knowledge about the party and its history. Journalism was viewed primarily as one aspect of politics, an irreplaceable element in the exercise of the power of the Communist state.

Professional identity was linked to the desire and capacity to gain acceptance of the party’s decisions and considerations. Not everyone was capable of combining this task with the expressive use of language.

After the war, at the end of the 1940s, training for journalists became part of the Soviet higher education system and was moved to the universities. At the universities it was located in the language departments, while at the same time a number of new subjects were incorporated. Teaching was free of charge. Future journalists were given lectures in economics, philosophy, psychology, ethics and aesthetics.

During the 1990s after the impact of Gorbachev’s reform policies and perestroika, it was possible to set up university programmes that were not ideologically steered. They were gradually adapted to the changing media landscape that was evolving. The literary tradition survives but finds it difficult to make itself heard. Room is needed for other subjects of greater practical use and for other technical skills.

Modernization means that Russia has come to resemble Europe more closely. The five-year integrated programme has gradually been replaced by one comprising four plus two years, i.e. bachelor’s and master’s programmes. The ministry has given the Moscow Faculty of Journalism the task of leading the way, testing new working methods and reviewing the balance between the different subjects.

Maria Lukina, as well as Elena Vartanova, dean in the faculty, are key figures in this process, visiting many of the programmes in journalism in other countries.

The ideas that are now making an impact in Russia have also been inspired by the sector, Maria Lukina points out:

Older teachers with an academic background are being replaced by younger ones who come straight from the workplace. They find it easier to understand the perspectives of their students and share their ambition
to involve their audiences. There is a lot of stress on the development of interactive forms and new media formats.

Balancing the pressure from the sector with the students’ own views and signals from above – from political quarters – is a delicate task. In addition there are the demands from the academic world and the teachers already on the staff.

There is less room for language now. Subjects like sociology, economics, law and political science will survive. It is felt that during their first year all the students need some grounding in these areas if they are going to be practising journalists.

In their third and fourth years, students in Moscow can opt to focus on newsprint journalism, radio, television or the web. The idea is that in their fifth and sixth years they will specialize. The preliminary areas will be political reporting, journalism that focuses on ecology and the natural sciences, social issues, fashion journalism or on media for young people. Students who are interested in advertising and PR will be able to choose this specialization.

Formerly advertising and PR were included in the normal programme in journalism. Now there is a desire for specialization in PR to separate it and give it greater focus. Those who are interested in economics and strategic issues will be offered a media-analysis specialization or Media Management.

Applicants to the Moscow faculty are still in their teens and come straight from the school system. They have eleven years of teaching behind them.

Enrolment is a complicated process. Several teachers as well as representatives of the sector are involved. School grades are important. But it is just as important for applicants to manage the interviews and the tests in creative writing.

The interviews are expected to disclose the students’ general awareness and their motives for studying. The creative tasks are included to try to identify applicants with a talent for language. The sectorial representatives take part in the interviews. In some cases they also read the texts submitted. This is all to avoid making mistakes.
The programme is a long one: five years of full-time study or otherwise six. The students are also expected to find internships during summer vacations. There are clear divisions. The workplaces are where the students are to learn the craft and acquire knowledge about routines and technical systems. Their academic courses offer subject knowledge, news evaluation, interview techniques and theory.

The programmes attract many applicants. Many of them come from middle-class homes in Moscow but more are beginning to come from other parts of the country. A quota of 20 per cent of places is reserved every year for fee-paying students. These are admitted irrespective of their test results if their parents – or somebody else close to them – can pay the costs. Income from the “fee-paying students” guarantees the technical investments made by the faculty.

The teaching faculty at Moscow have adopted a series of principles, goals to aim at, about the social role of journalists. The first point lays stress on journalists’ social responsibility. In addition, journalism is of vital importance for culture and education of the populace in the broadest sense. Interdisciplinary studies are necessary, according to these documents, to guarantee that issues of every kind will form part of the agenda for public debate. At the same time, stress is placed on technical skills.

These aims are to be achieved in a department that is not far from the Kremlin. It is housed in a handsome old building with large staircases, high ceilings and oil paintings on its walls. Mikhail Lomonosov (1711–1765), the university’s founder, gazes thoughtfully at a magnificent staircase in its entrance. Visitors can guess that the resources stretch to modern computer rooms and the technical equipment required for radio and television productions. The teaching and administrative staff work in cramped conditions. The Lenin Library with its enormous book collections is situated in the next block.

**University of Warsaw**

The state controls the universities in Poland. Programmes in journalism, just like all other higher education programmes, continually have to comply with new directives. An undergraduate qualification must contain a major element of general education in subjects such as law, history and sociology.
This explicit division can be seen in all syllabuses. On the one hand there are the stipulated elements, on the other the contents offered by each main subject. Students of journalism take the stipulated courses together with other students.

The Institute of Journalism in Warsaw was established in 1970 (Szot 2009). It began hesitantly. The media landscape changed radically as a result of the round-table discussions that took place in Gdansk in 1989 in which the founder of Solidarity, Lech Wałęsa, took part. It was not until 1990 that Poland’s Censorship Department was officially closed.

The programme in Warsaw attracts about 2,000 applications every year. Admission is based on school-leaving grades. The ministry wants to have a uniform system. Formerly, applicants had to take special tests to demonstrate practical skills. They had to write a news article and at least one cultural article plus an opinion piece based on a book. School-leaving grades were of no importance. Those admitted were passionate. This can no longer be assumed, according to the Polish teachers in the study.

Some enrol quite simply because of the high status of the programme. About 80 students begin the day-time courses each year. In addition there are fee-paying students who attend evening classes.

There are four possible routes through the system: Journalism, PR, Advertising or Photography. Those who opt for Journalism can specialize for a career in the press, radio, television or a news agency. Web-publication is not offered as an option.

The University of Warsaw now also follows the European system, i.e. three plus two years. Three years of study is enough for most students. Those who want to continue to Master’s level submit a portfolio on which selection is based.

Employment as a journalist is not self-evident for those completing the programme (Ibid.). One estimate is that about one in five succeed. Both teachers and students are aware of this. There are other openings for young and idealistic students.

The university maintains regular contacts with the sector. There is rarely any pressure. Discussions deal with cooperation and internships. Six weeks of internship are required in the first three years. On the whole, employers are not interested in the students’ theoretical qualifications. But there are exceptions. One student dropped out the pro-
gramme and began after a couple of years to work as press officer for the Ministry of Justice. In the end he was forced to return to the university by his employer. His post required completion of a degree programme.

Outside the university various private stakeholders and media companies offer specialist programmes in journalism. These require students to continue to work for the companies involved for some time after graduation. Three trade union organizations in Poland also compete with programmes in journalism with specific profiles, one of them with a Catholic focus.

University of Jyväskylä

Their students come from all over the country with about 600 applicants each year. Tampere admits 80 and Jyväskylä about 20. Once enrolled, a student can choose which institution to study at.

Programmes in journalism are attractive. School-leaving grades count. Tests decide who in fact is admitted. Applicants read, for example, a text book by professor Risto Kunelius, and apply theories and approaches introduced there to press material that is delivered in the beginning of the test. Both Tampere and Jyväskylä want students with analytical capacity.

There are no creative tasks. On the other hand the tasks assume that applicants are conversant with current social issues and news coverage.

Placing the journalism programme at the University of Jyväskylä is not without importance. Cooperation with contiguous subjects like PR and rhetorics is considered self-evident. There are different opinions among the teaching staff about the point of the distinctions.

The programme started in 1987 after a number of enquiries about whether to opt for three-year or five-year model (Salokangas 2009). The Finnish Journalist Association took up the cudgels for the longer option – successfully. This meant that the way in which it differed from the vocationally oriented shorter programme offered by the newspaper Helsingin Sanomat was made explicit. It is possible that it also enhanced the status of the profession.

The introductory paragraphs in the curriculum at Jyväskylä (Ibid.) formulate its objectives:

The vocational task of the programme is to educate journalists for the media. The programme emphasizes factual journalism solid in content
and rich in form. In the programme, journalistic content is regarded as primary, and technical skills are seen as instruments to produce and mediate the content.

The scholarly objective of the programme is to introduce the students to scientific theories and research methods in media and communication. The academic journalism programme is based on the conviction that journalism and research are on the same continuum of acquiring, interpreting and presenting information, and support each other.

Employers such as YLE, MTV3, Helsingin Sanomat and Keskisuomalainen are satisfied (Ibid.). There is a balance between the supply of journalists on the market and the demand. It is estimated that about 250 new journalists are needed each year.

**Södertörn University**

The decision to establish Södertörn University was made by the Swedish Parliament in the spring of 1995. There was a broad political consensus about the declared expectations of the new university. Its task was to put an end to the social and economic segregation in higher education in Sweden. Studies in the humanities, social sciences and natural sciences were to be multidisciplinary and “multicultural”. Education in citizenship and outreach to the surrounding community in the underprivileged suburbs in the southern Stockholm area were involved from the start.

The programme in journalism was established at the end of the 1990s. Among its teachers there was an interest in web publication and new technology that none of the existing programmes in journalism in Sweden at that time had been able to embrace. This focus turned out to be successful. The young technology-savvy graduates from Södertörn were snapped up by the sector.

Evaluations by the ministry were also positive. Cooperation with other academic subjects such as contemporary history and political science gradually evolved. The numbers of students and teachers have grown rapidly. Guests from all kind of media companies visit for short periods of work.

Today the university offers Journalism as a basic subject in three programmes for a Bachelor’s degree: Journalism and Multimedia (JMM), Journalism and Social Studies (JMS) and Journalism and Science (JMOM). In what was initially a department offering professional training the teachers
now place stress on research as well. It is hoped that this will enhance
the undergraduate programmes.

The current admission system, in which school-leaving grades and
the Swedish Scholastic Aptitude test are decisive, serves its purpose.
Several of the teachers in this study feel that the drawbacks of basing
admission on grades are that future journalists resemble each other too
too much. They are all of the same kind.

Most of them have no journalistic experience before entering the pro-
gramme. To have an idea of what it means, all students do a short period
of internship on a local newspaper during the first semester.

In the third year a ten-week internship is a requirement. The
students can decide themselves where they want to do this as long as
they work with journalism.

The professional values and the journalistic identity advocated at
Södertörn University is defined as attaining an understanding of

– how important journalism is for democracy
– how different forms of organization limit content
– how journalistic practice is related to other social and cultural
  fields, science and law

The ability to create original news and not to rewrite is an important
part of the training. Another important aspect is language. The students
also learn to report from a trial in their first semester – with a focus on
the ethical problems.

Surveys among students leaving the journalism education at Söder-
törn show that a clear majority of them manage to get a job in jour-
nalism. But after some years some of the students shift from journalism
to PR/Communication. It is difficult to get a steady job in a newsroom,
and many former students have temporary jobs.

After five years about 35–40 per cent of them work full time with
journalism, an equal share works with information and PR and the rest
have other kinds of work (Nygren 2012).

Södertörn lists the relevant methods for journalism as being able to

– identify interesting themes or issues
– find relevant sources, collect and evaluate material from
  interviews, observation and written texts
– present the material in an attractive form with a clear angle
– implement the Swedish ethical codes
University of Tartu

All the changes within the Department of Journalism and Communication are linked to social changes in Estonia. These are taking place slowly. Tartu University was involved in the resistance to Communism, which is how its teachers survived. During the 1970s the teaching faculty taught what they – not Moscow – considered was appropriate. This is how the entire university functioned.

Today many teachers are eager not to provide their students with any ready-made ideology. They have to make their own choices – and be flexible. As the labour market is uncertain, all the students are considered to need a basic knowledge of politics, economics and media economics. The teachers are often recruited externally. The department’s research grants are used to pay them. Without the teachers’ research the programme in journalism would not be financially viable.

During the 1980s the spirit of Peegel prevailed in the department. Juhan Peegel (1919–2007) was a scholar, writer and great humanist (Lauk 2007, 2008). Students acquired the social commitment that resulted in high quality journalism. Not only that. Some of them became politicians. Others applied to international organizations such as the UN and Unesco. What was important was to serve Estonia and assert Estonia’s role as an independent force in Europe.

In the 1990s the identity of journalists waned. New media companies were established. The number of magazines and newspapers grew like mushrooms. Liberty was intoxicating. Nobody mentioned the adverse effect that “journalists” were recruited from the streets. Not everyone was able to be a journalist. Creative ideas were of little account in this new climate. At the university autonomy and an analytical approach were given priority. The University was totally out of step.

In 2001 the syllabus at Tartu was revised (Ibid.) in connection with adaptation to the Bologna system (three-year Bachelor’s degree, two-year Master’s degree and four-year Doctoral programmes). Internships are divided into two periods of 14 weeks each.

Three periods can be discerned in the history of the programme: the Communist period when Estonia was dominated by the Soviet Union (1954–1990); a transitional period 1990–1998; and the current era as one of the EU Member States from 1999 onwards (Ibid.).
Ownership changes in the sector pose the major challenge for the programme in journalism today, says Kadri Ugur, one of the teachers at Tartu. Power is divided between the Norwegian Schibsted group and Bonniers from Sweden.

Postimees, Estonia’s largest daily, is now totally owned by Schibsted. What surprises her is how rapidly and how far Postimees is declining. The publishers are attempting to uphold the idea of quality journalism. But the tempo is very forced and salaries are low. The result is what could be expected.

Another challenge is that future journalists are taught together with PR students at Tartu. This gives rise to insecurity among the students. Employers also notice that they do not know what they can count on when they recruit. They are asking for clarification. While the field has broadened it has also at the same time been diluted.

**Reflections on Praxis**

The syllabuses from the different universities show that many of the subjects included are the same. The headings are identical. Teaching is offered about news, ethics and narrative journalism everywhere. The differences between the countries lie in the contents.

Interviews demonstrate how the teaching is organized and how individual teachers reflect on the goals of their teaching – and how to attain them.

New patterns emerge. Statements show how the media landscape in the different countries affects the programme. They also show that in practice the interests and commitment of individual teachers play an important role. Not all are affected by this landscape in the same way. Some examples will be given below from the various countries. They are intended to provide an overall image of concrete practices and the dilemmas that can arise in encounters with the students.

**Teaching news**

News is what all programmes in journalism are based on. Teachers at all of the universities declare in unison how important original news is. In this respect no influence from the sector can be seen at all.
The fact that re-writes and plagiarism are becoming more widespread “out there” does not stop teachers from preaching about what “should be done” if you are a journalist.

The entire first semester at Jyväskylä deals with news in the press. Students ask how they should go about “discovering news”. When the teachers’ answer is that they have to open their eyes and ears and follow what is going on around them attentively the students become confused. The idea of constructing news themselves has, as it were, never struck them.

Annamaija Manninen, who is responsible for this course, points out how sensitive it can be to deal with young people. An individual student may happen to feel badly treated during the lessons. When she meets the class for the first time she usually asks if the students know how a municipality works and how decisions are made in it. Three or four – no more – raise their hands.

It is difficult for students if the basics are unclear to them.

Eventually the students find something to write about. News articles are discussed during seminars. After this analysis the students then go on a local newspaper, interview more people and finish writing the article in collaboration with its reporters.

You cannot lecture about the problems that await them. They have to discover them for themselves.

In the second term the students are trained to produce for radio and television. This is when they learn to be concise. They may not have more than 20 seconds. No uncertainty is possible if anything is to be said in such a short time. The teaching begins in the same way. Once again the students find it difficult to find news on their own. They need time to get used to this. Towards the end of the semester they practice writing speakers’ texts for the sequences they have filmed and in studio production.

Students who continue after the Bachelor’s programme are also trained to work in front of the camera. There is seldom enough technical equipment but even so they have to make do. What is most important is acquiring the routines: getting used to producing original news.
For Annamaija Manninen this is the core element in their professional identity – being able to observe, listen and interpret what is going on in everyday life.

Most things are governed by economics. Nowadays the students want to go to university as soon as they finish school. After three years they want to get into the labour market. The ministry also wants us to raise throughput. But there’s a catch .... It takes time to learn how to formulate your own interpretations of the world around you and to edit the answers you get from people you interview. The context, the angle, does not create itself.

In the study a number of teachers spoke about the way commercial attitudes to news were beginning to influence editors – and therefore the universities as well. The students are alert and understand the difference between “news value” and “sale value”. What stance should they adopt? There are intensive discussions at all the universities. Panu Uotila at Jyväskylä stresses how teachers have to walk a tightrope.

You want to encourage the students’ idealism and at the same time avoid arousing hopes that are too great. Social issues, such as the debate about NATO in Finland, are not what young people are asking for. The task of a teacher is to identify the major issues together with the young students. If you succeed, later the students will not only get involved in news but also in more penetrating documentaries.

The researcher and journalist Bronislaw Tumilowicz in Warsaw is the spokesman for a more theoretical perspective. He discusses news with the students on the basis of his doctoral thesis on the role of the media for “public opinion”. He wrote it after the major strike among the shipyard workers in Gdansk in the 1970s.

The interpretation he presents is that the strike was provoked by the media. He points out that the decisive issue was the price of food. On 1 December 1970 the Polish government decided to raise food prices. The news was published as a simple announcement. No discussion. No analysis of the consequences. No criticism. Meat was already a luxury few could afford. Now hardly anyone would be able to.

His thesis sheds light on how events then unfolded. There were suspicions at the newspapers that something was about to happen but
no attempts to start a debate. The contents of the original announce-
ment were considered to be enough.

Gierek, the president at the time, was of the opinion that the task of
the media was to explain the government’s measures. Not to question its
policies. Disputes of this kind had to be dealt with internally. There was
no room for them in the public sphere.

Altogether the police killed 40 people. The trade unions office was burnt
down. My thesis was of course refused by the university. At that time it
did as it was told. But times change. Even though what I wrote was
unpopular my thesis was approved in the end. Today journalists can
work in Poland without censorship. I have lived to see both the
 technological changes and the changes that have affected contents. An
 incredible development.

Today Bronisław contributes to the daily press, weekly press and
specialist publications. He publishes articles about Poland’s future in the
weekly magazine “Poland Review”, which contain interviews with inter-
esting economists and political scientists. It has a circulation of about
25,000. As long as it has such an exclusive readership it can continue to
function independently.

“Do the students show any interest?”

For a long time I had the feeling that all students were fed up, fed up
with everything relating to politics. But there has been a shift. They
enjoy the task of producing a proposal for a “front page” and outlining
the contents of a new issue of the magazine. They each write their own
‘leading story’.

Ethics

Ethics, as well as news, form an important part of the programmes in
journalism in all five countries. At each of them officially adopted docu-
ments, legislation and sectorial agreements are analyzed and discussed
with the students. That is where similarities end. The interpretation of
lofty formulations differs from university to university – and also within
them – as does the teaching.

At Tartu there is a considered strategy that is based on legal decisions
in various cases. For many years Halliki Harro Loit has taken an interest,
as both a researcher and teacher, in the borderlines between libel and what is generally referred to as the “public interest”.

In Estonia the excesses of the media sometimes lead to court hearings. The students appreciate learning to analyze the arguments presented by different sides. Once you have done that a few times I believe you acquire a way of thinking, a professional approach.

She takes up real cases, both those where a decision provides an answer and cases that have not yet been decided by the court. The students’ task is to make up their minds about the arguments presented by the complainants or the editor responsible for the publication.

One current case at the moment involves a well-known skier who has been accused of doping by the press. It has crushed him completely and he has no chance of clearing his name. The newspaper refuses to reveal the source of its accusation. The “sale value” of this news is evident. Who cares whether it is true or not – from this perspective?

Another current example involves a politician who is accused of accepting funding from Russia to support the building of a church in Tallin. True or not, it is a news item that sells.

The entire class discusses what is legal and what is moral in this context with the teacher.

Complaints that have been dealt with in the court in Strasbourg make different dilemmas concrete. How far should we go when it comes to protecting our sources?

Ethical issues arise again at Master’s level. The most difficult thing, Halliki Harro Loit says, is to teach students to listen to, interpret and assess different statements. How as a journalist can one establish what happened?

The students may also play different roles using examples from their internships. I want to benefit them as separate individuals. But this way of thinking is not popular in commercial circles. On the other hand, the students appreciate the personal contact. This is something we stress at every level at Tartu. The examinations are often oral.
At Södertörn the students are presented with a simulation dealing with ethics. One of the teachers goes through a documentary and the ethical problems that arose in connection with its production. The students experiment step by step with what it feels like to resolve different problems when time is short. The teacher asks them how they would handle a specific problem. He then describes the solution he chose himself and what impact it had on the final production.

All the Swedish teachers share the conviction that young students should encounter and discuss ethical questions. There are no ready-made ideas.

The subjects that journalists choose to approach also express ethical values. Thomas Dillén, who supervises the multi-media projects at Södertörn, is convinced that the students leave the programme with their own moral compass.

They don’t just follow the sector passively. Even though the pack out there is pretty big, they go their own way. The problem is that they are far too cautious, afraid of standing out, afraid of getting a dressing-down; they should be bolder.

In Moscow Maria Lukina emphasizes that ethics, alongside the accepted rules of play, are always a question of sincerity – and a balanced approach.

This applies irrespective of the technology. The students do not question the ideals we teach them. I often say that they should know them. Only they themselves know if they are going to follow them later in life. That’s their choice.

Lukasz Szurminski, responsible for training in ethics in Warsaw, believes that individual teachers play an important role.

There are two groups of students. They are different from the start and remain different throughout the programme. In one, journalism is viewed as a mission. These students want to improve society. After a few years at the university they know what concrete possibilities they have of doing so. The other group can imagine different things. They see that the scope for ‘media work’ is considerably larger than for journalism and adapt to this.
In Warsaw Dominika Rafalska points out that teaching about plagiarism and re-writes at the university often contradicts commercial practice.

If the students do not feel it is fun to write from the beginning they will gladly risk copying things from the Internet. They have no sense of where the limits are. It is not easy to inculcate ethical ideals when all the time they can see the established press doing everything we tell them not to do.

**Feature stories/Literary Journalism**

The art of telling a story is a self-evident ingredient at all the universities, but at the same time it is difficult to deal with. The teachers in the study sometimes use the expressions storytelling or narrative journalism. A rose by any other name….

Not many of those involved in research are interested in this area. If you are looking for an approach you end up in creative writing courses, writing schools and literary studies.

It is something you can either do or are incapable of, was the response of many of those interviewed. Södertörn and Warsaw are exceptions.

At Södertörn students are given practice in creative journalism, feature stories, individual portraits and documentaries in various forms of media throughout their programme. One of the teachers, Cecilia Aare, who also researches in this field, tries deliberately to design tasks that will enable the students to understand the importance of narrative perspective.

I begin by emphasizing the difference between news articles and feature stories. News articles keep to a template. Questions like what happened, when, how and who was involved need to be answered. Logos from beginning to end. A feature story addresses the total individual. From whose perspective is the story being told? Who does the reader come close to? When you are writing feature stories the task is to focus on the unique.

The students go through published texts together to see how different writers use details.
One of the texts I use is by the Swedish journalist Barbro Alving, whose pseudonym was Bang, and which deals with Budapest in 1956. She wrote that Budapest was a city ‘swathed in a mourning veil’ Later in the text she takes the reader to a gutted house where a broken wedding photo recalls that family that used to live there. The photo has been ‘beheaded’ she points out. The details encapsulate what is going on in the city.”

Using texts written by others enables the students to see the benefits of being concise. Creative journalism involves leaving something for the reader to reflect on. Questions are left open in the text.

I encourage the students to use restraint in their narratives. A hint can be very eloquent. We often discuss contrasts. This is the main stylistic device for journalists and it works.

“Do students choose their subjects themselves?”

They choose their subjects after the first lecture. One requirement is that the events to be described are not dependent on the presence of the reporter. Debate questions do not work. Feature articles are something different.

If a subject is going to be worth writing about, it should offer milieux to enter and individuals to describe. The fact that journalists rarely write chronologically gives rise to many questions during the lessons.

In feature stories and personal portraits the readers are often presented with the middle of an event, shown a scene that arouses their curiosity. Organizing them like this makes it possible for the reader to identify with the participants.

Scenes in texts written by established journalists and the students’ own practice texts are discussed in detail, as is the way the texts invite readers to identify.

Sometimes journalists seem to be looking through their binoculars the wrong way. The possible identification is with the reporters themselves. Individuals who set out into the world, face hardships and meet exotic people. Kapuściński, the model for many, nearly always assumes that the reader will identify with him. Nobody else.
One common question is whether you have to be there yourself to be able to write up scenes. Students also want to know if they can invent what other people think or feel and base their writing on their inventions.

That is exactly what a lot of well known journalists do. For instance Jan Guillou wrote a book in Sweden about the West-German terrorist Kröcher and had never met him. The scenes were based on the accounts of other people. The description of a family in Afghanistan published by the Norwegian journalist Åsne Seierstad as ‘The Bookseller of Kabul’ is another example. She lived with a family for several months and wrote about its different members, what they were thinking and how they felt about each other. Her book received excellent reviews – and criticism as well.

Manuals on feature stories often encourage dramatizations. Other maintain that the reader should know whether the journalist was actually there, that this is a matter of trust. There are quite simply different schools.

Dominika Rafalska in Warsaw also has a warm commitment to creative journalism. She gets her students to write their texts, feature stories and personal portraits without thinking of any specific newspaper or magazine. In her introduction she goes through examples of texts that have caught her attention.

Sometimes the students agree with her assessment. Sometimes they just think the texts are boring. Discussion is needed. Why is this a good text? What makes it interesting?

The task of the teacher is to introduce them to the contemporary debate on quality. We talk about details in the language and how to deal with the trust placed by the individuals who are interviewed.

“Do you use literary examples?”

No. That never happens. Journalism should be something different from fiction. It may happen that we look at the differences – and similarities – when an author and a journalist have been in the same geographical area.

Oleg Bakunin in Moscow defends the literary tradition in training for journalists in Russia.
We are always going to teach student how to produce articles. There are some patterns that are stable. Tolstoy and Dostoyevsky survive. Never forget that the old Russia survived the Soviet Union.

**Investigative Journalism**

Investigative journalism enjoys a high status in the universities in the study.

A proud flagship that sheds lustre on the field and legitimacy to the entitlement of journalists to search through public archives and monitor the economic and political elite. When it comes to praxis in the programmes the teachers have divided views.

In Warsaw Lukasz Szurminski points out that young people’s interest is limited. This is easy to understand in his view. Why learn something that does not seem to interest anybody?

There is no scope for investigative journalism in Poland. We have one (1) television programme that sometimes stimulates indignation. That is not enough. A year ago we offered a course in investigative journalism. There were three applicants so all we could do was close it down. At the university we have to adapt to market forces.

Tartu has had the same experience. Halliki Harro Loit responds – just like her counterpart in Warsaw – that the limited interest shown by students makes it impossible to offer courses in qualified research.

Investigative journalism has status but everyone working with it in the field knows that it is demanding and can get you into trouble. Despite media interest there is no funding for it. The optional course we offered only attracted a few.

Her colleague Urmas Loit almost makes fun of what he views as exaggerated faith in investigative journalism.

The newspapers cannot afford to pay for it. The political bombs that explode are almost always manipulated. Somebody meets a journalist in a lift and leaks on purpose. Then the newspaper package the contents so that it looks as if this is the outcome of persistent digging.
At Södertörn advanced research is a compulsory subject. In all the programmes students have to probe into important subjects and present the results in the form of journalism.

The teachers also stress the necessity of research for the rapid communication of news.

Magdalena Nordenson, the teacher responsible for writing to influence public opinion, considers that what the students are offered about research is quite adequate.

I am in two minds about this. Investigative journalism is ‘glamorous’. What I try to communicate is that preparation is needed for everything we do, even the shortest article. During the second year all the students write a long analytical factual article. That’s enough.

Her colleague Christian Andersson, who often supervises degree projects, agrees.

I can remember projects in journalism that I have read during the years. Students who have gone out into the world and come home with well-produced texts in various genres about environmental tourism in Guatemala, for instance, or the situation for homosexuals in China. For several years students were also writing about the Baltic states. Environments and places that would not normally receive attention in the Swedish media.

“How do the students choose their subjects?”

The teachers make suggestions. Later the students present what they are planning during a seminar. The teachers demand an explicit angle if it is a journalistic project, before they can start.

**Editing and layout**

All of the programmes include courses in editing and layout. The students produce newspapers and magazines that are often circulated in the neighbouring community or published on the Internet.

At Jyväskylä Tapani Huovila is responsible for the teaching of layout and graphic design. This subject has interested him for many years and he has also written textbooks about it.
The students’ publications are really attractive. We are proud of that because of the question of professional identity. They are printed in editions of 100 copies and distributed within the university. The students are given one month to learn InDesign, Photoshop and the more advanced aspects of Word.

The approach at many universities is the same as that practised at Jyväskylä.

Somebody takes the role of editor-in-chief and commissions material from the others, assigns layout duties, etc. Sometimes the contents can be really good. In one of the issues the student journalists wrote about other students at the university—which was of course really popular. The portraits were unusual. A lot of people, not just in the university, wanted to read them. Articles on the major wave of retirements facing Finland have also attracted interest.

Greater emphasis is going to be given to web design in the next few years. Up until now there has not been enough time for this. Intensive discussions are taking place in the teaching faculty about whether students should write in English or Finnish and whether they should be published or not. Legal liability for their contents is one stumbling block. This question arises everywhere.

There have been intensive discussions at Tartu about publishing the student newspaper on the Internet in English. A lot of people have liked the idea. Even so, implementation has come to a stop. The obvious reason may be that the resources run to no more than the teaching itself.

At Södertörn the students produce a colourful magazine with light-hearted contents. It has a limited circulation and is expensive to produce. The students’ take visible delight and pride in producing a stylish, glossy, printed magazine. Even so it is likely to disappear. The profile at Södertörn is web and multimedia and that is the priority.

Everyone now, who is interested, can see what the students are producing on the Escenic site www.studentreportrarna.se. This public site gives the students the possibility of meeting their audiences, getting comments etc. The design of the web publication has enhanced the reputation of the programme.

Sanna Volny, who is in charge of technology at Södertörn, stresses the importance of the audience (readers and listeners) from the very begin-
ning in her teaching. Awareness of the readers and their perceptions should govern not only the writing but also the editing process.

“What is the focus on multimedia at Södertörn?”

All the students have short sessions on photography, moving pictures, television and film. They learn how to narrate with images. They also learn how to broadcast studio programmes live. They learn digital editing and different ways of publishing on the web. More training is needed to be able to cope with interaction with the readers online than we can offer but we are able to give a foundation. There is just as little time for radio, editing and live broadcasting. What is good about the way we work is that we are using the same technology as the industry. This makes the students feel secure.

“What technical equipment does the department have?”

Everyone learns to use high quality digital cameras and professional video equipment. We have a studio and two speaker cabins for radio productions. Sometimes the students broadcast lectures of general interest that are being given at the university. This makes it better known in the local community.

The computer rooms are well equipped and exercises are arranged so that students cannot freewheel behind those in the class who are best. Everybody has to test things out and eventually feel at home with what we call process journalism.

“What is the major difference?”

As a journalist you have a different attitude to the finished product not having to have a certain format. It’s a different kind of freedom. You can track a news event without restrictions about time or length.

The students grow from being able to visualize data and make their own templates for new home pages. This is useful wherever they end up working.

**Forms of media**

The tendency in all the departments in the study is to include more online journalism and interactivity. At the same time the teachers agree
that the press, radio and television still belong to modern programmes in journalism.

The students volunteer eagerly to take part in local radio and television productions. The dream of participating in the local public debate is thriving. Reaching out into the community with programmes from the university is however easier said than done. A lot of practical problems have to be resolved. Facts have to be checked carefully and interviewees have to give their consent. Another problem is that the students’ programmes are quite simply not good enough to be broadcast.

In Estonia the economic crisis has hampered development of local radio and television productions. The teachers believe that the most difficult phase has come to an end and that it is time now to make new attempts.

Urmas Loit, who teaches radio and does research at Tartu, does not believe that the practical skills are difficult. In his opinion the students can learn them anywhere.

What universities should be teaching their students is theory. They can not learn to think themselves. They need to open their eyes. Studying other subjects in parallel with journalism makes them curious about the world around them. On the other hand they do not read what we teachers would like them to. Sometimes it feels hopeless. They know nothing and don’t want to either.

“What do radio and television in Estonia have to offer when it comes to documentaries?”

Some are produced in the public service sector. The Master’s class, students in their final year here, are sometimes commissioned to make longer journalistic programmes by various broadcasting companies. The employers like this system and they often offer the students short-term employment afterwards.

In Moscow technical convergence is now having an impact on basically all the work the students are asked to do. Maria Lukina is satisfied with the faculty’s technological equipment.

Technical convergence has altered the tasks we give our students. Ideally you should be able to produce for all forms of media at the same time – and to short deadlines. In their first year the students produce a daily
paper in one day. This is followed up later by making a weekly magazine in a week. In their next year they produce radio and television programmes at the same tempo.

The internal logic of each of the search engines has been noticed and discussed. Dependence on them sometimes obstructs the ability to create individually. The same sources recur.

Transparency is needed everywhere, Maria Lukina points out. When open access does not apply we end up with phenomena like Wikileaks.

**How to balance or integrate practical and more theoretical components**

The teaching faculty at Södertörn endeavour to integrate practical and theoretical aspects in each section of the programme. The idea is that if from their first semester the students can learn to plough through the local authority registers, later they will be able to benefit from the study of local journalism. In the teachers’ experience, students quickly learn the importance of monitoring by local journalists for local authorities.

In general students do not express an interest in research. But they often stress that critical thinking is necessary for every journalist. Therefore theory and method should form part of the programme.

Sanna Volny, in charge of technology at Södertörn, stresses the positive lift that theory can offer the programme.

One way of incorporating a theoretical perspective into the teaching is to give the students the task of reflecting on texts from different perspectives: gender, class or ethnicity. This opens up new ways of thinking. My experience is that they would rather talk about other writers’ texts than their own.

At Södertörn knowledge of the development of journalism studies as a research field is obligatory for all students. This includes reflecting on and writing a Bachelor’s thesis on the role of media and journalism in society and culture.

The justification offered to students for theoretical and methodological courses that prepare them for doctoral studies is that critical thought presupposes that a programme has given students the oppor-
tunity to think about what lies behind various assertions and how much support there is for them.

Another way of cultivating a critical capacity in students is to allow them to meet spokespersons for different – controversial – interests. Jan Örneus, who teaches on the undergraduate programme at Södertörn, advocates more meetings like this for the students.

Foreign policy issues are interesting. I can remember all the fuss when someone from the Israeli embassy came to lecture to the students on the conflict with Palestine. He intended to defend the Israeli standpoint. Some of the other teachers hit the roof. I thought we had more to gain than to lose and welcomed him.

For many years the teachers at Södertörn have been cooperating with the EU Commission’s Office in Stockholm as well as with the Swedish Armed Forces. At the moment a project is starting that has been initiated by SIDA [Swedish International Development Cooperation Agency]. The idea is to focus on and monitor Swedish development aid.

I can only see opportunities in giving students this kind of task. They should not be protected from the world around them. Quite the opposite.

Creating critical journalism that does not merely refer to what the authorities present is an essential element in the programme, in the teachers’ opinion.

The teachers at Södertörn have academic qualifications from a wide range of disciplines. Several have PhDs in subjects other than journalism, such as sociology, education, media technology and literary science. The resulting differences in their academic approach are perceived – on the whole – as one of the teaching faculty’s assets. Christian Andersson stresses the deeper understanding that academic studies offer.

Representatives of the media sector sometimes complain about the lack of social awareness among the students. But what do they expect? Social awareness comes with experience. Some students go on to academic study in some subject. Before I became a journalist, as a sociologist I decided to study the Berbers in Algeria. This had nothing to do with journalism. But it gave me deeper understanding of social changes.
Many of the teachers in Moscow believe that one consequence of the changes taking place at the moment is likely to be that there will be less theory in total.

The basic educational idea, Maria Lukina explains, is that students should be given an overview of a subject and learn the aspects that are relevant for their careers. To begin with they need a foundation in, for example, psychology or social psychology. This should be followed by some element in which they apply their knowledge when they try to make contact with outsiders who are not a member of the same circle. The same applies to law. First a general presentation of the Russian legal system. Then a section about the laws that apply to journalists in the different forms of media.

“Do they have to write a thesis?”

No, the students can choose between a thesis and a project in journalism. We do not know what things will be like in the new system yet.

The teachers at Jyväskylä are proud of the vigorous research taking place in their department. It has an established focus and is a sign of the quality journalism that the programme aspires to.

The third year contains research oriented courses. All the students write individual theses of about 25–30 pages. The ambition is the same as at Södertörn. Theory and practice should be integrated.

The idea is that if the students acquire theoretical understanding they will not be at a loss in the future when faced with problems. Theory gives the students a perspective for their practical work, says Tapani Huovila. The lack of involvement of the employers in this issue does not matter in his opinion.

“Why do students at Jyväskylä go on to the Master’s level?”

The students who return to us for a Master’s programme do so because they are interested. Another reason is that they can earn more. Above all they will be able to compete for the more advanced positions. If there are two comparable applicants for a post, the one with the more advanced qualification will win. Quite a few students come to us from Tampere to complete their studies in Jyväskylä.
Master’s programmes are often offered in collaboration with other subjects at the university such as Finnish, rhetorics, PR, political science or history. The teaching faculty has considered directing the students’ choice of subjects but when they took a close look at the arguments the idea was abandoned. Today each student is free to choose what subject to study in more depth.

The students are well prepared for different kinds of text analysis. Jyväskylä is cooperating with Stanford (USA) on an exciting project about developing journalism in new genres. Technical changes in the media landscape can contribute to innovation. What happens to the contents is always – for us at Jyväskylä – the central issue.

Cooperation with the Industry

The concentration of ownership is a hot potato in all the countries. It is being analyzed and discussed by the teachers and in research circles. It has no appreciable impact on Bachelor’s programmes. Many teachers see their task as that of training suppliers of content. Where the texts and programmes produced by these future journalists will end up is up to the students.

Tabloidization and “floathing ethics” are viewed everywhere as the consequences of the media company’s search for profit. There are different views on how these phenomena should be dealt with. In the Nordic countries, Sweden and Finland, there are many critical voices. Commercialization of the media is considered by the teachers in this study, with a few exceptions, to be a problem. In Russia, Poland and Estonia there are different views. It is difficult in what used to be Eastern Europe to criticize liberalization of the media landscape. The reverse side of freedom can be discussed with the students but it goes against the grain to challenge commercial evaluation of newsworthiness or the way in which the media companies use their power.

Compromise and “doing your own thing” within the framework of one’s assignments seems to be a common strategy. This is not a question of subordination. Differences in the analysis and interpretation of developments in the market continually give rise to fruitful discussions – and research – in the departments.
Technological changes in the sector are not at all controversial in the universities. There is consensus among those interviewed. Changes are discussed in terms of their journalistic potential, rather than as threats. New tools are raising the tempo of production. They do not, on the other hand, govern journalists’ ambitions.

The teachers in the study have concerns about quality journalism. Several point out that the time and resources available in newsrooms decide whether publications will survive or not. The contribution they can make is to provide interested young journalists.

What ambitions do the owners have? Bronizlaw Tumilowiccz in Warsaw comments critically on developments in Poland.

They are all here: Axel Springer, Bertelsmann, Bonniers and the British media. And their financial impact leads to adaptation of the contents. Advertisements from major oil companies are accompanied by articles by journalists. It is a balancing act. Individual journalists cannot criticize decisions made by the owners.

Lukasz Szurminski, who is responsible for the programme in Warsaw, takes a similar approach. In his opinion there is no doubt that the influence of the owners has a direct impact on the content of the media and the work of the journalists.

There are 11,000 journalists in Poland but we have no independent media. Companies get in touch with the media and say we want to have nothing to do with this or that journalist in future. And that’s it. And employees can also be fired without explanation.

The turning point came in 1989. The collapse of Soviet Russia changed everything. In Poland there was an explosive increase in the number of publishers and radio and television stations. A large number wanted to get into this growing market. Quality was of less importance in this context. And the situation is the same today according to Lukasz Szurminski.

When discussion started in Poland about the new law on homosexuality, the journalist who had raised the issue on television was soon fired. Nobody working for television in Poland can be described as independent. The feature writers are in the best position. They do not have to keep step.
“What do representatives of the industry say that they want?”

The media companies would prefer to bring up young journalists in their own way. Independent thinking has no status in this context.

Nevertheless cooperation between the university and the sector seems to function well in Warsaw. There are regular contacts about internships. The sector accepts students who have demonstrated their eagerness and skills. The first year of the programme includes an internship of six weeks. Monika Kozdon, who has a lot of contact with the students and her own network in the sector, gives as much help as she can.

The teachers do not ‘arrange’ these places. The students have to find them for themselves. On the other hand I do try to make things easier by making a round trip of the media companies each term with a group of students. The students get to see that established journalists are not spectres but people like you and me. They can sometimes be surprised that it is possible to chat with well-known faces from television or the newspapers.

But interns cannot count on being given a desk and a telephone – nor any kind of financial remuneration.

What happens after internships? Nobody in Warsaw knows for sure. There is no systematic follow-up of the students. Some do become real journalists and the teachers can keep track of their doings. Most students choose different careers after graduating. Iwona Kubicz, who is responsible for television in the programme, is on the whole satisfied with the cooperation with the television channels.

Six of the students’ films have been broadcast during the year and we show some on the Internet. Establishing permanent collaboration with the channels, which is what we would like, is complicated. The managers in these companies are replaced so often that we cannot keep track. It would be best, of course, to have our own broadcasts, but we haven’t got that far yet. The problem for the television course is lack of resources. Four lessons a week is what we can offer. Over a complete semester that amounts to 50 – 60 hours, which does not go far.
Aune Unt, who teaches television in Tartu, alternates between praise and criticism of the new media companies that have established themselves in Estonia.

Today we have a lot of channels. The problem is that they are broadcasting repeats of each other’s programme. It is difficult for viewers to find anything new. We are hoping that the Scandinavian owners will be able to guarantee quality. They are undoubtedly better than the Russian and German owners who used to dominate in Estonia. But commercial aspects are beginning to take over everywhere, even in public service.

“Do you feel that anything is missing from your current programme?”

All teachers would like to give the future journalists more of their own specialty. The mix of practical and theoretical elements is good. The students react to the theoretical sections differently. Some of them discover that they have practical talents, others that they are analytical.

When students are going to do their internships at Tartu they are given help to find somewhere to work by Kadri Ugur. She also maintains close contact with them during the internship. They keep a regular record of their experiences in a diary. If she finds out that a particular workplace does not function, she tries to get students to avoid it in the following semester.

One decision that divides the teachers at Tartu is that future journalists are trained together with PR students. Kadri Ugur has reservations about this model.

The fact that we teach future journalists and PR students together at Tartu creates uncertainty for the students. Employers also tell us that they do not know which foot we are standing on. We need to be more explicit. This is a sensitive issue. It concerns professional identity.

Her colleague Urmas Loit, who also does research, is positive about the combined programme.

We are criticized by the employers because nowadays we teach PR students and student journalists in the same programme and they claim that the future journalists do not have any professional identity. I personally support our choice. In my view the students’ professional
identity will take shape when they get into the labour market, not at university. All that the university can do is give them bits of the puzzle.

The decision to offer a joint programme with specialization for one semester is related to the limited number of Estonian speakers and therefore the market.

Even though journalists and information officers are often in confrontation with each other, they need basic knowledge of the media landscape. We are not supposed to be telling them what is right or wrong. Compare with lawyers – some become prosecutors, others defence counsel. But they have the same platform.

The idea that professional identity as a journalist is created during the training programmes is based on erroneous premises in Urmas Loit’s eyes.

Identity is something you create yourself. The workplaces determine what experience this is based on and the conclusions you make.

At Jyväskylä Raimo Salokangas cautiously expresses criticism that he obviously shares with his colleagues.

In Finland the media are in the process of becoming a business, just like other countries. Their democratic role is being toned down. The conflict between the ethical perspective and profitability in the sector is ‘disturbing’.

Internships provide an established interface between the programmes and the media companies that represent the students’ future labour market. Jyväskylä requires four months. The students often spend longer, most of them between four months and one year. In their first summer they receive no pay. When they return for their second internship the employers usually pay them.

The media sector has no opinion about what courses should be included in the programme. This means that the university and the students are free to decide themselves. Students who are interested, for instance, in international affairs can choose this direction.
Annamaija Manninen makes sure that in their first and second semester students’ work is sent to the editorial offices. This applies to both the press and radio and television.

Our cooperation with the sector locally in central Finland is excellent and is developing all the time. The students at Jyväskylä are made welcome in these workplaces.

The local media around Jyväskylä are used to having students from the university working for them. At Jyväskylä there is also a tradition of regular meetings at the university. Each semester a reference group with representatives for the industry, academia and the journalists’ professional organizations discusses “current and shared issues”. There is no fixed agenda. Everyone is free to raise any matter at all related to the programme. The programme taught in Swedish at Helsinki is also included.

The students feel secure about the programme. Most of them expect to get a job afterwards. They want to get out there. Specialization comes later, which is good. After they have worked for few years their own interests and focus will have evolved.

At the faculty in Moscow there are representatives of the industry from day one. They are involved in the enrolment process and in the graduation ceremonies. Citations and awards from representatives of the sector are highly appreciated.

One day each year the students, teachers and internship supervisors gather at the department for the prize awards. Students who have done something exceptionally well receive prizes. In 2007 the “Golden Pen” prize went to Elena Kostuichenko for a series of articles in Novaya Gazeta about corruption in the Russian government.

A former student was Anna Politkovskaya, who spent many years working as an investigative reporter for the same newspaper, Novaya Gazeta. Others choose the state-controlled newspapers or television stations after they graduate. Some find their way to specialist publications about finance or fashion.

There are regular internships of fifteen weeks in the programme. The students are also expected to find a job each summer. The teachers at the faculty help them in their first few years. Later in the programme the
students do not need the teachers’ support. They can manage on their own and know what they want. Internships offer them a bridge to the labour market.

During their fifth year, when the students are expected to take their final exams, there is a three-month internship. Students are eager to stay on afterwards.

The teachers give different answers when asked about the changes now taking place in the faculty. Andrey Vyrkovsky says that they are all trying to interpret the signals coming from on high.

The technological modernization is positive. The technology is there and the teachers know how to use it. When it comes to content, on the other hand, there is a vacuum, in his opinion.

We have a long way to go before we can feel proud of ourselves. In classical Greece and Rome they stressed reflection. Perhaps we should as well.

“Is it possible to influence the sector?”

I don’t know. It’s difficult to see any indications. Social developments in Russia – rather than the programme in journalism – will decide. The media companies in Russia are opportunistic. Students with interests in society or the humanities eventually look for other careers, where their commitment will find greater expression.

At Södertörn Astrid Haugland says that the sector only has a limited interest in how journalists are trained. The academic teachers usually invite representatives to debates and to exchange opinions, above all before the internships but also to raise more general issues.

They want interns who can work for nothing. When we try to discuss the programme’s contents hardly any opinions are expressed.

From the very beginning the programme has been adapted to the extensive use of the Internet among the Swedish population for news and information. The millions that have been invested in the school system to improve pupils’ computer skills have also had an effect.

“Competence has a shelf life” is the comment of one of the teachers, Christian Andersson.
We do the best we can. The employers’ perspective often has a narrow focus on their own operations. It is difficult to satisfy them completely.

Finding internships is not a problem. On the whole the students from Södertörn are welcome. They are often given a desk as well as a telephone. When they report back from the longer internship of ten weeks, many of them express their surprise over how much they have learnt during the time at the university. They are often treated with respect by the journalists they work with and given free hands.

And they can describe with humour and warmth the informal interactions that take place in the offices of local papers in the countryside: about the close links between politicians and journalists – a far cry from the textbook pictures of the ideal journalist.

Relation to the Government

At all of the universities there is understanding of how they are administered in terms of the number of places and resources. This is not viewed as a problem by the teachers in this study. Journalism is a subject that is dealt with like other academic disciplines. There is nothing odd about that. But this has not always been the case.

The dramatic changes in Russia, Estonia and Poland after the collapse of the Berlin Wall in 1989 changed the conditions in which journalists were trained at the universities in Moscow, Tartu and Warsaw. Listening to the teachers’ descriptions is a harrowing experience. It can be almost impossible to grasp that these events took place such a short time ago.

Epp Lauk was born in Estonia and grew up there. When we interviewed her she was professor at Jyväskylä but her history begins in Tartu. She was studying Estonian there in the 1970s. She gained her initial experience on student newspapers and a few local newspapers.

The evening papers were nothing for me. During my internship I had already discovered that it was impossible to write about important issues in them. My articles were always written on someone else’s initiative. When I got back to the university I was advised by my teacher to write a thesis on the history of the press – not such a sensitive subject as the other proposals I submitted. Peegel, my teacher, never forced his ideology on the students. He got us to think for ourselves.
“Who was Peegel?”

He was the head of our department. I think he was shaped by the war. He had seen what people were prepared to do when told to by the authorities. Without opposing forces and information, things can turn out really badly.

A sculpture of Peegel adorns the busy library in the department.

The vice-chancellor of Tartu University was a KGB agent in those days. If teachers stepped out of line he shouted at them and threatened them. One day he summoned the entire faculty to his office. He pointed to the telephone on his desk and told us about his contact with the security service. ‘If I use that contact’, he explained, ‘there is no knowing what might happen’. We left the room. Peegel was green with anger. I shall never go back there again I remember him commenting. Nobody dared take Peegel on. He was too much of a heavyweight. Others had to leave their posts.

In 1980 the government in Moscow announced that Russian was to be used in all the nursery schools and schools in Estonia. This was too much for the teachers at Tartu University. They wrote a letter directly to the leadership of the Communist party about the importance of the Estonian language in Estonia. At the same time this was sent to the press.

The result was an invitation from the KGB to a ‘discussion’. I was alone during the first interrogation. What did I know about the letter? Was I interested in cooperating with them?

What I did not know was that the KGB had already found out about my family, my address, who my friends were, etc. After that the letters we got at the university had already been opened. Students were recruited as informers. They asked me for my advice about what to do. What answer could I give them?

In those days nobody in the Soviet Union taught about communication. We stuck together in the journalism section, celebrated Midsummer and had Christmas parties together. Now in retrospect I have warm memories of how close the students and teachers were. Across the street was Estonia’s best newspaper, Postimees. Its editor-in-chief was an ex-student. We never had any problems finding internships. In today’s
climate it is more difficult. The editors-in-chief are not our ex-students any more.

The programme in journalism survived these trials and today it attracts many students. The research in Tartu has a good reputation and status in Estonia. The rival department is in Tallin and specializes in film and television.

Today all the universities in the study are influenced by the Government in a soft way. Journalism is seen as a subject among others. This is the situation even in Moscow where Olga Smirnova is a member of the administration at the Faculty of Moscow.

The journalism training programmes are financed by the state. The amount of money given to each institution has influenced the number of students, how they are selected, the standard of the technical equipment and teachers’ working conditions. Grades from secondary school instead of tests have become more important. The question of content is uninteresting – as long as the students pass. It is up to the department to decide on the number of fee-paying students.

The changes that are now being made in the faculty are linked to developments in the market. It is possible to see the broad outlines even if not all the components are clear.

The change is necessary and I agree with it. Those of us who teach hope that the intellectual aspects of the profession will survive.

Russia is undergoing a technological revolution. The Internet market is growing more rapidly than anywhere else in the world. After decades of media control and censorship under Communism, the interest in every kind of Internet based forum is enormous. All those that can afford it are working hard to make their presence felt on the Internet.

Obviously the programme has to reflect these changes. We are pleased that we have been entrusted with the task of developing new guidelines. We need to be active. In Moscow there are several competing universities to choose from. The School of Television is one of them. Another offers specialist courses in financial journalism for students with that profile.
Jerzy Klosinski, one of the teachers in Warsaw sums up the situation in a similar way.

The ministry gives us money. That’s all. There is no interference from the state about contents, nor admissions. Those with the highest grades are admitted as “daytime students” and do not have to pay any fees. Others – who may work during the daytime – can opt to study in the evenings or weekends and pay fees. The fees augment the department’s finances. We are always lagging behind when it comes to investment in technology.

Iwona Kubicz, who is responsible for the television courses, experiences the changes since Communism as a major relief. Now she does not have to worry about potential blunders.

During the Communist period we often had problems in the department. For instance you couldn’t display the Polish flag any way you liked. Today things are simpler.

She is not unwilling to tell the students about her own experiences when she was a producer.

One programme that caused a lot of fuss was when I and a number of cameramen went down into the tunnels under Warsaw to describe the people who lived there. The authorities were denying that people were using the tunnels, twenty metres below the surface, as somewhere to live, but my report showed that this was true. The tunnels were warm because they were used to transport warm water from the power stations. People moved in to avoid freezing to death. Television can arouse an interest in social issues and politics. We need more programmes like that.

Not only reporting and news could provoke the authorities. Debates could also give them cold feet.

When we invited a number of ministers to a studio debate on political issues there was an enormous public response. I got flowers and congratulations. But – those in charge of the channel called us to a meeting and made it clear that they did not want so many politicians and bodyguards in a studio at the same time. They were really threatening to fire me and I learnt my lesson.
In Sweden and Finland the relationship with the government is much less tense in comparison. There are discussions about the number of places to offer in relation to labour market needs and also about the costs for each student enrolled. But on the whole the universities are given the freedom to decide on the focus of their own programmes and admission systems.

There are regular evaluations to guarantee students’ rights when it comes to the quality of programmes.

At Jyväskylä Raimo Salokangas is grateful for the freedom he feels the state allows and pleased at not having to admit fee-paying students.

The state funds all the places on the programmes in journalism. We have no fee-paying students. The fact that we belong to a humanities department at Jyväskylä is not a major issue. At Tampere nowadays the programme in journalism is part of the same department as programmes in drama. Interesting! Reorganization takes time, but might just be what new ideas need.

Contacts with journalists’ unions

All the teachers in this study feel that there is positive interest from the journalists’ unions. The expression this takes varies. In Sweden and Finland there is a tradition of inviting trade union representatives to public debates about journalism that are more or less linked to the programmes.

In the post-Communist countries the trade unions do not have the same legitimacy. The cooperation found in the Nordic countries is in no way self-evident. In addition, in Estonia the trade unions are divided. In Russia pressing questions about the safety of journalists cannot be ignored.

In Poland, so few active journalists are members of unions that it is difficult to know who the union representatives are actually speaking for.

The involvement of the trade unions, which can of course be found everywhere, usually goes no further than general statements about the importance of the programmes. The unions do not have enough resources to take part in planning their contents. This applies as well to the admission process or how many places should be offered.
In view of the labour market and salary levels, several teachers in the study point out that closer contact between unions and higher education would be desirable.

Kadri Ugur at Tartu deplores the divisions in the trade unions but does not believe there is any change in sight.

In Estonia we have two different organizations that deal with ethical issues in parallel. The system is confusing. The employers have chosen to establish their own press council where interpretations of the ethical codes are decided on by representatives of the media companies. The journalists’ unions have no influence at all. They do not have a good reputation because they were close to the Communist party before independence. Today only a minority of journalists are members.

Her colleague at Tartu, Marju Himma, adds more to the picture.

The students taking the programme may discover one day that something could be needed to defend their interests. At the moment there is no organization that does that. In the major expansion that took place after independence a lot of new newspapers and television and radio stations were established. In those days anyone who could write a complete sentence could get a job.

Many of the students at Tartu are, quite justifiably, worried about whether they will be able to earn a living as a journalist. They chose the subject because they wanted to achieve something. The tough labour market conditions mean that after a few years many of them think twice. Starting salaries after three years of higher education are about € 800 per month. In public service companies they are sometimes lower.

At Södertörn the number of places on the programme in journalism has given rise to discussion. The university has given priority to quantity and breadth in its planning. The Swedish Union of Journalists has tried to keep numbers down. As there is a great deal of unemployment among journalists and many are losing their jobs at the moment, the trade union finds it difficult to understand why the programme has to expand.

Astrid Haugland, who has taught at Södertörn for a long time, understands their arguments.

The Swedish Union of Journalists normally points out that it is better to train a few students well rather than a large number. I agree.
Newly qualified journalists are often forced to move from one workplace to another in their first few years. Insecurity is the converse face of the glamorous image. There are also figures (Nygren 2012) that show that as a profession journalism in Sweden is becoming one stage of a career. Ten years are spent in journalism before people move on.

The teachers at Södertörn are not surprised. Nor are they concerned.

Programmes in journalism in Sweden enjoy a high status, just as in Poland. Doing something different after graduation is quite OK. Our students are innovators, adaptable and competent. Who wouldn’t want to recruit from a group like that?

There will always be an interest in what’s going on around us and reporting. The students we train may perhaps not become journalists but they will seek out areas where their education is viable.

A lot choose posts as information officers in NGOs. I can understand them. We can prepare students for a career in journalism but we cannot steer their choices.

At Jyväskylä the numbers of newly qualified students match the needs in the market well. Things are worse for those who come from two-year vocational programmes. The state has reduced the number of places on these programmes. Their students naturally find it difficult to compete with students who have completed higher education, Raimo Salokangas explains.

“What do journalists earn in Finland”?

According to the agreement someone aged 25 who has qualified recently will get about €2,500 per month. After a few years some of them will be paid considerably more. The Union of Journalists safeguards the position of journalists. It is difficult for the union to manage to do much more.

The teachers in Moscow are manifestly optimistic about the future of their students. Many of them manage to earn a lot of money after qualifying. They are offered well-paid jobs in television, or the glossy magazines. The local press does not pay as well but this sector is growing
on the whole. There seems to be unlimited scope for entrepreneurs after decades of stringent regulation.

Maria Lukina, who has had long experience, points out that the ideological control of the programme in the past gave rise to a lot of tension in higher education. Today the mood is different. Now what divides teachers is that one group is prepared to accept any kind of journalism at all as long as it makes money.

This approach is challenged by others and those active in the profession, who stress the importance of knowledge, social responsibility and ethics in journalism.

Marianna Blinova, who is responsible for the international students at Moscow, describes the differences between Chinese and Russian students.

We usually ask them to write an essay on the theme of their future dreams (What do you want your future to be like?). Our Chinese students can often envisage alternative careers. They are prepared to work for travel agencies, for instance. The Russian students are more convinced and certain that their futures will involve some form of journalism.

The teachers in the study at Warsaw – in comparison with the other universities – take a gloomy view of their students’ chances of supporting themselves as journalists.

Eva Kacprzycka, who is interested in fashion magazines and the glossies.

The students know what matters. They often study other subjects to make sure they will be able to earn a living. Only a few expect to be able to live on journalism.

Jerzy Klosinski is rather pessimistic.

The students have no visions. The majority have no faith in a future in the profession. They have no idea whether they will be able to support themselves.

Warsaw is not Moscow as Lukas Szurminski points out.
When I was in Moscow a couple of years ago students were turning up for class in Ferraris or Bentleys – and however long I go on working I will never be able to buy cars like that.

“What does a newly qualified journalist earn?”

Just under 2,000 zloty (about €440) a month. A few of our students will quickly be able to earn more, more than the university pays.

Almost everywhere it seems that more journalists are being trained than there is a need for. Nevertheless, the popularity of the programmes is increasing. Even if it will be tough, students want to become journalists. But after encountering the labour market many of them choose alternative careers.

**Journalism in society**

The sector and media consumption in the different countries are developing along parallel lines. In higher education changes do not take place as quickly. It is not possible, however, to discern any blind pre-ordained subordination to technology and the market – either among teachers or the students.

The importance of the economy is manifest. The more economically developed a country is, the more general Internet access and the more online journalism in the programmes in journalism.

The teachers in the study are in agreement up to this point. In other respects the image that develops of the views of these teachers on the social role of journalism takes many forms. At each university different views coexist.

Cecilia Aare at Södertörn expresses an explicitly idealistic standpoint.

My view is that journalism is almost a vocation. Not everybody thinks so. The students are hoping above all to get jobs. But the idealistic side survives. They want to monitor power. They want to strengthen democracy.

The teaching faculty at Moscow displays the greatest differences. Maria Lukina, deputy dean and our partner in the project at Moscow, responds after some deliberation in bullet points.
• To serve the public not the powers that be.
• To be precise about facts.
• To write well.
• To be able to communicate with people from all walks of life.
• To be able to shape the material one has assembled so that people have greater understanding of themselves, their immediate surroundings and their role in the global community.

I hope that the students understand that they are not alone in the world, she adds in clarification. Today, many of them are mainly aware of Russia. We, the teachers want them to see Russia as one country among many – not as a ruling power.

Olga Smirnova has heard both sides of the argument many times in her role as vice-dean of the faculty.

There will always be a difference between what the teachers and the students view as important in the programme. All over the world students want more hands-on practice. Their teachers are more concerned with professional values and theoretical knowledge.

Fashion journalism is flourishing in Russia at the moment. Glamour in all its forms is what the readers are looking for, which is not odd if one takes history into account. In the faculty we adapt. Trying to do anything else would never work, she says.

Every journalist has at the same time a responsibility to society. If we can encourage the students at Moscow to take this responsibility, we will have succeeded.

She takes a positive view of the possibilities.

As a journalist you have privileges. You have the opportunity and are expected to learn about new subjects every day. Democracy will not survive if public debate is watered down.

Her colleague, Michail Makeenko, represents another way of thinking.

Everyone who walks through the doors of this building talks about journalistic ideals. Outside it other factors apply. It doesn’t matter whether you are employed by the university or the sector.
He is not the only member of the faculty to express himself in drastic and cynical terms.

In Russia the sector gives the students who leave us two choices. They can do the bidding of the elite, the government and those with economic power. Or choose a 'popular' approach and write about glamour.

The enrolment to the programme in Moscow probably augments the view of the teachers and students on the social role of journalism. There is a delicate balance to be maintained. Powerful families in Russia, politically or economically, sometimes want to have a son or a daughter admitted to the programme. Slava Nekliaev is responsible for admissions. He is happy about his current possibilities to influence things.

My family came off badly during the revolution. We lost our large estates, positions and privileges that we had learnt to consider natural. Today the new generations are taking everything back. Order is being established again. It turns out that the networks of contacts still exist. Today I can benefit from what my ancestors achieved. If I am not pliant enough I am risking my career. And the faculty can get a bad reputation.

He is also grateful to his family.

There were a lot of soldiers in my family. That was an advantage for me when as a young man I acted as an interrogator in the field. My task in connection with the war in Chechnya was to interview captured enemy soldiers and civilians about what they knew about our own troops. I reported to battle command. A qualified communication task.

He glows with pride over his achievements.

The students in Moscow who choose PR and strategic communication like narratives. And the future journalists get their share as well. They learn that there are life or death consequences to what they write – and do not write. War reporting depends on good relationships with military spokesmen. I was their press officer at that time.

When we part he gets on his motor cycle and puts his helmet on. We receive some beautiful hand-painted cups and a tray in the Russian style as a parting present.
In my leisure time I like to paint with some of my friends. We revive traditional patterns and recreate them on dolls and cups. The warm colours of the old-fashioned style with a lot of gold and red fascinate me.

Professional identity

This concept is understood differently in different countries and different universities. In Russia it does not work at all.

In Moscow Andrey Vyrkovsky finds the question provocative.

I don’t understand the concept. You find it in media research in the west, not here. Viewing journalism as a profession works. I can understand that. But identity … The word hints at literature and art. There’s no solid ground.

Several of the teachers at Moscow are on the same wavelength.

Journalism, as I see it, is a profession in the sense that it is a craft. It’s not ‘art’. We can’t teach someone to write like Tolstoy. We can teach a craft, no more. And the practical tasks we give our students often involve cooperation with the commercial world. It’s a question of developing and marketing new products.

“Then what is autonomy in this context?”

There is always some form of dependence. In Russia the mass media are run or financed by large companies. What other way could there be?

“Do the students accept this way of thinking?”

Students always want to change and ideally destroy the systems they encounter. That applies everywhere. That’s what being young is like.

His colleague Slava Nekliaev in the same faculty explains.

A journalist should be able to take on an assignment and make something of it. In Russia the oil companies and other larger groups own the media – alongside those controlled by the state. You mustn’t be naïve. The news and the rest of the content have to suit the employers. Understanding that and at the same time not making the payment too
obvious is professional. The idea of independent journalists sounds good. But there aren’t many in Russia.

“How much does a journalist earn?”

That depends. A lot of media companies pay a small basic salary and then increments that depending on the number of articles you write.

Their colleague Andrej Raskin views the salary as confirmation of the professionalism of journalists.

The salary shows who is professional. A good journalist earns a lot of money. Another aspect of this is how popular and credible you are. Invitations from many quarters are a sign of influence.

“Can you choose what to write about and how in Russia?”

Maria Lukina, our partner in the project, answers.

Yes, you can. You don’t have to be free-lance to work independently. But obviously there are many advantages if you are free-lance. The downside is the risk of marginalization. And that’s a fairly major one.

“What do the students want to write about?”

Politics and glamour. Glamour is probably the most popular. We don’t have any special courses for that. They aren’t needed.

“Social reporting?”

At Master’s level we offer an optional specialized course. The applications come from our cleverest students.

Ludmila Kruglova and Anastasia Alexeeva, the young web editors, point out that news goes round in circles nowadays and the task for more and more journalists is to rewrite – and copy – material from the news agencies.

They respond to the question this prompts. Am I a journalist if I translate copy from the Guardian into Russian? If I cite bloggers in the public sphere on different subjects?
Irrespective of this, they stress that professionalism in journalism means that the facts presented must be correct.

Saying someone is not professional means that there are errors in the texts, that the journalist has not understood the subject. If you know more about your subject than your readers, you are a professional. The same is true if you can manage to find a new perspective. A lot of bloggers are working as journalists – without being employed. It’s odd that they do not count.

Their colleague Oleg Bakunin, who researches in history, agrees – with three additions.

- **Craftsmanship is number one.** Finding things out and being able to express them.
- **An intellectual approach is number two.** Simplification is needed but the readers should be able to encounter different sources and make up their own minds. Good journalism presupposes that you know something about your subjects.
- **Number three is ethics.** Ethics are needed to avoid producing yellow journalism.

Marianna Blinova is explicit:

We ask the students why they want to be journalists in connection with admission. They are frank and answer that they want to earn money. Most of all they would like to become media moguls and acquire both power and a fortune.

At Södertörn there are also different views on professional identity among the teaching faculty. But the teachers are less divided than in Moscow. They all stress media awareness and that the students should soon learn to choose *one* angle and say *one* thing. It does not matter whether the medium is text or television. They share the same platform. The journalistic message must be communicated.

They endeavour to give the students a passion for quality. It is this value that several teachers assert is an expression of a professional approach to journalism.
The students are given texts and programmes in different genres and formats. These texts are chosen by the teachers. Their task is to analyze them individually. In the seminars that follow they each have to answer questions about what in concrete terms means that each text either captures or fails to capture their interest as readers.

The aim is to encourage the students to follow up a rapid assessment that something is good by probing more deeply into what it is in the text that makes us see it as interesting reading. How is the journalist putting facts, interviews and observations together?

Efforts are also being made all the time to arouse the students’ curiosity about how to express things in language. An approach that for many becomes part of their personalities.

From the very first day the idea that evaluating news involves more than merely judging whether something is true or not is driven home. Relevance is an equally important requirement. To be credible you have to be independent.

Magadalena Nordenson, responsible for political commentary at Södertörn, clarifies what this means.

Independence and a critical approach to all sources are fundamental. You can’t just take a press release as it comes.

Astrid Haugland, who more than anyone else has championed the development of Internet journalism sums it up.

There’s nothing wrong in adhering to old ideals. You should be aware of where you belong.

The teachers in the study agree that the bloggosphere has changed the terms that apply to public debate. There are more participants but the arena they share is becoming smaller.

Do bloggers alter the role of journalism? The teachers are hesitant. Jolin Boldt points out that both journalists and bloggers depend on networking, But there the similarity ends in her opinion.

Many of the teachers, not just at Södertörn, have a feeling that payment is decisive. If you are not paid for your blog then it is doubtful whether you can describe yourself as a journalist.
Jan-Olof Gullö sums this up by saying that what is most important is the change in status that is taking place.

Technological developments are helping to create a professional identity that has no contours. Writing texts to influence public opinion is no longer a privilege of an elite. The exclusive aura has disappeared.

This is one expression of democratization. But what is happening with the other aspects of journalism. Monitoring those with power, for instance?

At the University of Warsaw the teachers discuss professional identity among the country’s journalists with great caution. They wonder if it is at all possible to give their students any hope for the future if they adopt this approach. How will they be able to ‘make a difference’ when so many of their older colleagues find it difficult?

Łukasz Szurmański, who is responsible for the programme in Warsaw, points out with a great deal of irony in his voice.

When we had no freedom of expression we talked about it a lot. Today we have had freedom for 20 years. Now most journalists merely admit that politicians are keen to control the media. Autonomy is an illusion.

Bronisław Tumiłowicz, who still works as a journalist and has done research into the history of the relationship between the political elite and the media is not as resigned. He asserts emphatically that courage is still the core of the professional identity of journalists in Poland.
Contributors
Halliki Harro Loit,
University of Tartu

Marju Himma,
University of Tartu

University of Tartu
Lukasz Szurminski,
University of Warsaw

Entrance, Department of Journalism
University of Warsaw
Dominika Rafalska,
University of Warsaw

Department of Journalism
University of Warsaw
Students
Södertörn University

Students
University of Warsaw
Studies in Journalism -
in the eyes of the students

527 students from five universities have answered the questions in the survey. The largest groups come from the three large universities in Stockholm, Moscow and Warsaw, with around 150 students at each site. The groups from Tartu and Jyväskylä are smaller, a difference that is also reflected in differences in the number of students in the departments.

The social profile of the students

In all five places, there is a clear majority of female students. The only programme with a more equal number of male and female students is Södertörn University. One explanation may be the strong emphasis on multimedia in the journalism degree at Södertörn University, as programmes that include more technology have traditionally attracted more male students. This clear female majority confirms a global trend. Even if journalism is still globally a male profession, the proportion of female journalists is growing fast: a global survey of 29 countries reveals an increase from 33 to 41 per cent during the ten-year period 1998–2008 (Weaver & Willnat 2012).

Swedish students are 3–4 years older than students in Moscow and Warsaw on average. The students in Finland and Estonia are in between. This difference is probably linked to differences in educational systems.

For most students, a journalism degree offers entry into the profession. There is a clear difference when it comes to professional experience before studies and this difference is connected to different entry requirements. In Moscow, most of the students had to show proof of professional experience to be admitted and they all work in the field during summers. These professional links are missing at Södertörn and Warsaw universities.
### Table 8:1: Journalism students in five universities – age and gender

There is also a clear social heritage among the students. At Moscow and Södertörn universities, 28 per cent of the students have parents who work in journalism or PR/communication. The exception is Tartu, where the figure is very low, perhaps a sign of a complete change in the media system in which the older generation has vanished.

### Table 8:2: Professional connections before education

The social background is very similar among the students in the five countries. A majority of the students come from solid middle class backgrounds and in Moscow and Warsaw there is also quite large share of students from business homes. The majority are also clearly urban middle class, especially in Moscow and Södertörn where the majority come from the capital.
Table 8:3: Social background for journalism students

There are clear differences between the students from the three large faculties and students from Tartu and Jyväskylä. These two programmes are located outside the capital and are recruiting more students from other backgrounds – more working class/agricultural families and more students from the countryside. This shows that the geographical location of programmes in journalism matters when it comes to the social background of students. The students from Moscow, Warsaw and Södertörn seem to come from families whose economic circumstances are better than those of the students in the two small programmes outside the capital cities. In Warsaw, nearly half of the students have grown up in families with incomes above or very much above average.

Table 8:4: Family finances (% of the answers)

One factor that influences the social pattern among the students is the fact that in Moscow, Warsaw and Tartu, a minor number of students are
admitted on the basis of payment. The parents (or students themselves) pay to get a place in the journalism program.

Three dimensions of motivations

At first sight, the motives students have for wanting to become journalists are very similar. The first five are similar for all five programmes and are all connected to some kind of self realization – working with interesting subjects, being creative, meeting interesting people, etc. The biggest difference is in motives related to fame and wealth – having a good salary, high status and becoming well known. These motives are much stronger in Moscow and Warsaw than at Södertörn and Jyväskylä.

<table>
<thead>
<tr>
<th></th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskylä</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with interesting subjects</td>
<td>4.5</td>
<td>4.7</td>
<td>4.6</td>
<td>4.7</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Creative work</td>
<td>4.5</td>
<td>4.7</td>
<td>4.4</td>
<td>4.5</td>
<td>4.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Meeting interesting people</td>
<td>4.3</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>A job with freedom and independence</td>
<td>3.9</td>
<td>4.1</td>
<td>4.2</td>
<td>4.4</td>
<td>3.8</td>
<td>4.1</td>
</tr>
<tr>
<td>Pleasure of writing</td>
<td>4.3</td>
<td>4.1</td>
<td>3.9</td>
<td>4.5</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Travel</td>
<td>3.5</td>
<td>4.5</td>
<td>4.2</td>
<td>3.7</td>
<td>3.4</td>
<td>3.9</td>
</tr>
<tr>
<td>Fighting injustice</td>
<td>3.5</td>
<td>3.5</td>
<td>3.4</td>
<td>4.3</td>
<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td>A good salary</td>
<td>3.0</td>
<td>4.2</td>
<td>3.8</td>
<td>4.0</td>
<td>3.2</td>
<td>3.6</td>
</tr>
<tr>
<td>A secure job</td>
<td>3.6</td>
<td>3.8</td>
<td>3.4</td>
<td>3.9</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Participating in public debate</td>
<td>3.5</td>
<td>3.3</td>
<td>3.6</td>
<td>3.8</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Fighting for freedom and democracy</td>
<td>3.4</td>
<td>3.5</td>
<td>3.4</td>
<td>4.1</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Watchdog on those in power</td>
<td>3.1</td>
<td>2.9</td>
<td>3.1</td>
<td>3.6</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>High status</td>
<td>2.5</td>
<td>3.5</td>
<td>3.4</td>
<td>3.5</td>
<td>2.4</td>
<td>3.1</td>
</tr>
<tr>
<td>Becoming well known</td>
<td>1.9</td>
<td>3.5</td>
<td>3.1</td>
<td>2.8</td>
<td>1.8</td>
<td>2.8</td>
</tr>
</tbody>
</table>

**Table 8:5: Motivations for becoming a journalist (a scale 1-5 where 5 is very important)**

The reasons for this may be both cultural and connected to age. Generally, fame and salary are more important for young students, and the students in Moscow and Warsaw are on average 3–4 years younger.
than those at Södertörn. The cultural explanation concerns Sweden and Finland: traditionally, it is less socially acceptable to admit that you want to earn money and become famous in these Lutheran cultures. There are only small gender differences in the motives with one exception – being a watchdog on those in power scores higher among male students.

After a factor analysis, the motives for wanting to become a journalist can be reduced to three dimensions.¹ There are clear correlations between high scores for the motives within each dimension:

- **Social reform:** for freedom and democracy, fighting injustice, being a watchdog on those in power and participating in public debate (corr. 0.67–0.83).

- **Money and status:** a high salary, becoming well-known and having high status (corr. 0.73–0.82).

- **Self-expression:** working with interesting subjects, meeting interesting people, travel and a creative job (corr. 0.60–0.77).

A comparison of the strength of these dimensions in the five programmes reveals both similarities and differences. The dimension of self-expression is the strongest among all students. The money and status dimension takes second place is in Moscow and Warsaw, but in the other three programmes the social reform dimension is the second strongest.

<table>
<thead>
<tr>
<th></th>
<th>Social reform</th>
<th>Money and status</th>
<th>Self expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Södertörn</td>
<td>3.6</td>
<td>2.4</td>
<td>4.0</td>
</tr>
<tr>
<td>Moscow</td>
<td>3.3</td>
<td>3.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Warsaw</td>
<td>3.3</td>
<td>3.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Tartu</td>
<td>4.0</td>
<td>3.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Jyväskylä</td>
<td>3.4</td>
<td>2.4</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Table 8:6: **Dimensions of motives for becoming a journalist (mean on the strongest motives in each dimension)**

How students envisage their professional careers is quite similar, both when it comes to what kind of media the students want to be working in

¹ The factor analyses in this essay were made using SPSS with the method of principal components and a Varimax rotation. The correlations within the dimensions are given alongside each analysis, and only the strongest correlations are used.
ten years after graduation and in what kind of subjects they would like to specialize.

Most students prefer the national media (48 per cent in general), with the exception of Russian students, who would rather work in international media (54 per cent). Local and regional media are of very little interest, except in Tartu and Jyväskylä, where about 20 per cent consider these to be the best place to work. This difference may be a result of differences in the recruitment of the students (see above), where more students at Tartu and Jyväskylä come from the countryside.

<table>
<thead>
<tr>
<th></th>
<th>Local media</th>
<th>Regional media</th>
<th>National media</th>
<th>International media</th>
<th>Don’t Know</th>
<th>Number of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Södertörn</td>
<td>2</td>
<td>4</td>
<td>51</td>
<td>25</td>
<td>18</td>
<td>142</td>
</tr>
<tr>
<td>Moscow</td>
<td>1</td>
<td>1</td>
<td>36</td>
<td>54</td>
<td>8</td>
<td>129</td>
</tr>
<tr>
<td>Warsaw</td>
<td>3</td>
<td>3</td>
<td>54</td>
<td>28</td>
<td>12</td>
<td>145</td>
</tr>
<tr>
<td>Tartu</td>
<td>11</td>
<td>11</td>
<td>45</td>
<td>30</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>Jyväskylä</td>
<td>0</td>
<td>17</td>
<td>60</td>
<td>17</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>4</td>
<td>48</td>
<td>34</td>
<td>11</td>
<td>493</td>
</tr>
</tbody>
</table>

Table 8:7: What kind of media would be the best place for you to work ten years after graduation? (%)

Television and magazines are the single most popular media types in the students’ visions. Among Russian students in particular the figures show that Russia is more of a television-country than a newspaper-country. In no country do traditional newspapers seem to offer an attractive future for the students, instead magazines are more interesting. Online journalism alone is only preferable for a small minority of the students – a sign that students do not consider online publishing to be an important arena for journalism. Radio is even more marginalized.

The greatest proportion in all countries chooses a combination of media types, which is perhaps a sign of the coming multimedia environment. The students have quite a traditional view of the future arenas for professional journalism, but they also realize the uncertainty and opted against making a choice. A combination of media is the safest alternative.
<table>
<thead>
<tr>
<th>Country</th>
<th>Newspaper</th>
<th>Magazine</th>
<th>News agency</th>
<th>TV</th>
<th>Radio</th>
<th>Online</th>
<th>Combination</th>
<th>Don’t know</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Södertörn</td>
<td>11</td>
<td>28</td>
<td>0</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td>25</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>Moscow</td>
<td>7</td>
<td>17</td>
<td>1</td>
<td>29</td>
<td>4</td>
<td>10</td>
<td>27</td>
<td>6</td>
<td>121</td>
</tr>
<tr>
<td>Warsaw</td>
<td>9</td>
<td>16</td>
<td>3</td>
<td>22</td>
<td>8</td>
<td>6</td>
<td>26</td>
<td>10</td>
<td>145</td>
</tr>
<tr>
<td>Tartu</td>
<td>28</td>
<td>21</td>
<td>6</td>
<td>23</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>Jyväskylä</td>
<td>3</td>
<td>53</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>23</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>22</strong></td>
<td><strong>2</strong></td>
<td><strong>22</strong></td>
<td>6</td>
<td><strong>6</strong></td>
<td><strong>24</strong></td>
<td><strong>8</strong></td>
<td><strong>475</strong></td>
</tr>
</tbody>
</table>

Table 8:8: *In what kind of media environment would you like to work ten years after graduation? (%)*

There are also great similarities among students in all five countries when it comes to subjects for specialization. Subjects such as culture, foreign reporting and lifestyle top the list in all five places, except for Tartu where local issues come first. Other fields are also evaluated similarly, for example politics is quite important among all students, even if not among the top three.

One clear difference is also that lifestyle and entertainment is more important in Moscow and Warsaw than in other places. Perhaps this can be connected to the motives for becoming a journalist – fame and salaries are more important in Moscow and Warsaw as well. There is also a correlation between the level of political interest among the students and interest in different areas:

- students with no interest in politics are much more interested in entertainment, lifestyle and sports.
- students who are interested in politics also contemplate working with foreign reporting, business and politics.
Professional Identity - competences and character

Professional identity has many dimensions. It has an internal dimension when it comes to questions about how you view yourself, what kind of competences and character traits are important for you as a professional. But it is also has an external dimension when it comes to questions of your identity in relation to other groups – you identify yourself in relation to “the other” and this other can comprise professional groups or society. For journalists it is an issue of professional roles in relation to audiences, sources, owners, political systems and society in general.

Journalism students in the five countries are very similar when it comes to evaluation of competences. The most important competences are the same for all students: a good journalist should be able to listen, be creative and tell a story (written and orally), have good knowledge about society and be efficient. These basic skills are general and not connected to any technology or media system, they are part of a general and very traditional professional identity.

Technological and commercial skills are also highly valued, but generally less than the basic skills. There is a clear difference between the

<table>
<thead>
<tr>
<th></th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskyla</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>3.6</td>
<td>4.3</td>
<td>3.6</td>
<td>3.6</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Foreign reporting</td>
<td>3.3</td>
<td>3.9</td>
<td>3.4</td>
<td>3.2</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>3.2</td>
<td>3.8</td>
<td>3.4</td>
<td>3.0</td>
<td>3.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Politics</td>
<td>3.0</td>
<td>3.1</td>
<td>3.1</td>
<td>2.9</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Entertainment/Glamour</td>
<td>2.6</td>
<td>3.2</td>
<td>3.3</td>
<td>2.3</td>
<td>1.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Science</td>
<td>2.6</td>
<td>3.0</td>
<td>2.9</td>
<td>3.1</td>
<td>2.4</td>
<td>2.8</td>
</tr>
<tr>
<td>Local issues</td>
<td>2.6</td>
<td>2.6</td>
<td>2.5</td>
<td>3.9</td>
<td>3.2</td>
<td>2.7</td>
</tr>
<tr>
<td>Consumer issues</td>
<td>2.3</td>
<td>2.7</td>
<td>2.4</td>
<td>2.5</td>
<td>2.9</td>
<td>2.5</td>
</tr>
<tr>
<td>Economy/business</td>
<td>2.1</td>
<td>2.8</td>
<td>2.4</td>
<td>2.6</td>
<td>2.6</td>
<td>2.4</td>
</tr>
<tr>
<td>Crime and accidents</td>
<td>2.5</td>
<td>2.3</td>
<td>2.3</td>
<td>1.9</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Sports</td>
<td>2.2</td>
<td>2.3</td>
<td>2.4</td>
<td>2.5</td>
<td>2.0</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Table 8:9: What kind of subjects would you prefer as your specialization? (on a scale 1–5 where 5 is very interested)
two Nordic programmes and the three others – the technological competences are more important in Moscow, Warsaw and Tartu. Even if the students at Södertörn have the clearest emphasis on technology in their courses, they do not connect this to what is needed to be a good journalist, even though their response to another question is that that online journalism is one of the most important parts of the profession.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskylä</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to listen</td>
<td>4.8</td>
<td>4.7</td>
<td>4.6</td>
<td>4.9</td>
<td>4.6</td>
<td>4.7</td>
</tr>
<tr>
<td>Creativity</td>
<td>4.5</td>
<td>4.7</td>
<td>4.6</td>
<td>4.6</td>
<td>4.4</td>
<td>4.6</td>
</tr>
<tr>
<td>Writing skills</td>
<td>4.5</td>
<td>4.5</td>
<td>4.4</td>
<td>4.7</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Telling a story</td>
<td>4.5</td>
<td>4.6</td>
<td>4.0</td>
<td>4.6</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Knowledge about society</td>
<td>4.2</td>
<td>4.5</td>
<td>4.2</td>
<td>4.8</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Oral communication</td>
<td>4.0</td>
<td>4.4</td>
<td>4.3</td>
<td>4.8</td>
<td>4.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Efficiency and speed</td>
<td>4.0</td>
<td>4.4</td>
<td>4.4</td>
<td>4.5</td>
<td>3.9</td>
<td>4.3</td>
</tr>
<tr>
<td>Using a multimedia platform</td>
<td>3.8</td>
<td>4.3</td>
<td>3.8</td>
<td>3.9</td>
<td>3.9</td>
<td>4.0</td>
</tr>
<tr>
<td>Life experience</td>
<td>3.7</td>
<td>4.2</td>
<td>3.9</td>
<td>4.2</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Knowing what sells</td>
<td>3.3</td>
<td>3.9</td>
<td>3.9</td>
<td>4.1</td>
<td>3.1</td>
<td>3.7</td>
</tr>
<tr>
<td>Visual competence</td>
<td>3.4</td>
<td>4.0</td>
<td>3.5</td>
<td>4.4</td>
<td>3.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Cooperation in a group</td>
<td>3.5</td>
<td>3.8</td>
<td>3.7</td>
<td>3.8</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Technical skills</td>
<td>3.2</td>
<td>3.8</td>
<td>3.6</td>
<td>3.8</td>
<td>3.0</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Table 8:10: Important competences for a good journalist (on a scale 1–5 where 5 is very important)

The differences are bigger when it comes to important character traits for a journalist. The most important traits are the same in all countries, and they are connected to curiosity and demands such as accuracy, thoroughness and sincerity. Other personal traits like good looks, charm, hospitality and the ability to make new contacts are evaluated very differently. These traits are more important among students in Moscow, Warsaw and Tartu than in the Nordic countries. The ability to make new contacts is the single most important trait in Warsaw and Moscow and being good looking is just as important as being sincere and thorough.
A factor analysis reveals three dimensions in the evaluation of personal traits among the students, three dimensions with strong correlations:

- **The accuracy dimension** – being sincere and accurate, thorough and having a sense of justice (corr. 0.52–0.74).
- **The expressiveness dimension** – having a desire for self expression, compassion and curiosity (corr. 0.51–0.76)
- **The networking dimension** – being good looking and charming, having respect for authorities and being able to make new contacts (corr. 0.62–0.86).

The accuracy dimension is the strongest in all countries: all students feel that these traditional traits are the most important. The expressiveness dimension is also fairly equal, but the networking dimension is evaluated very differently, with quite low figures from the Nordic countries in comparison with the others. This difference also remains when controlled for gender and age.
<table>
<thead>
<tr>
<th></th>
<th>Accurate</th>
<th>Expressive</th>
<th>Networking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Södertörn</td>
<td>4.2</td>
<td>4.1</td>
<td>2.8</td>
</tr>
<tr>
<td>Moscow</td>
<td>4.0</td>
<td>4.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Warsaw</td>
<td>4.1</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Tartu</td>
<td>4.5</td>
<td>4.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Jyväskylä</td>
<td>4.1</td>
<td>3.7</td>
<td>2.6</td>
</tr>
</tbody>
</table>

*Table 8:12: Dimensions in traits of character important for a journalist (on a scale 1–5 where 5 is very important).*

There may be different explanations for this: a cultural difference may exist between the countries and good looks and charm may be more important for students in central and eastern Europe. It can also be an indication of differences between societies – in countries with weak formal structures, informal networking abilities are very important for professional success. Research shows less transparency and more corruption in transitional countries in central and eastern Europe and there is a greater need for networking abilities for journalists in these countries (Björklund and Rodin 2009).

**Journalistic values and ideals**

Opinions on the role of journalism in society show a similar pattern among the students, where high ideals are the most important and more commercial values are less important. Most important is the role of presenting various opinions, acting as a kind of neutral messenger. But there are also clear differences on key values in journalism.

Being a neutral reporter is much more important in Warsaw and Tartu than in other places. Educating the public is much more important in Tartu and Moscow than in other places. On the other hand, investigating the powerful is less important, at least in Moscow.
A factor analysis reveals four dimensions in these patterns of the roles of journalists. These dimensions do not exclude each other, as of course a student who thinks it is important to be a neutral observer also can score high on the education role. But taken together, there are clear correlations between a high evaluation for the tasks within each dimension:

- **The education dimension** – stimulating new ideas, presenting various opinions, educating the public and contributing to intercultural understanding (corr. 0.56–0.69).

- **The entertainment dimension** – entertaining the public, ensuring that media businesses do well and influencing public opinion (corr. 0.53–0.75).

- **The observation dimension** – being a neutral reporter and remaining free of special interests (corr. 0.79–0.80)

- **The critical dimension** – criticizing injustice, telling the truth regardless of the consequences and investigating the powerful (corr. 0.46–0.75).

---

**Table 8:13**: How important are the following tasks for journalists? (on a scale 1–5 where 1 is not important and 5 is very important)
These patterns have different strengths in the five higher education institutions. In Warsaw and Tartu the neutral and observing dimension is strongest, in Södertörn and Jyväskylä the critical and investigative dimension is the most important, while in Moscow the education dimension is most important. The entertainment dimension is less important everywhere, but is still regarded as more important in Moscow, Warsaw and Tartu than in the Nordic countries.

These differences reflect traditions and trends in journalism, for example in Sweden investigative ideals have grown stronger in the last 25 years according to journalism surveys (Wiik 2012). In Russia the emphasis on education is part of a journalistic tradition of journalism “from above”, of journalism as a tool for reforming society. This emphasis on education was found in surveys from in the 1990s (Wu et al. 1996)

<table>
<thead>
<tr>
<th></th>
<th>Educating</th>
<th>Entertaining</th>
<th>Observing</th>
<th>Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Södertörn</td>
<td>3.9</td>
<td>3.0</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Moscow</td>
<td>4.3</td>
<td>3.6</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Warsaw</td>
<td>4.1</td>
<td>3.4</td>
<td>4.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Tartu</td>
<td>4.4</td>
<td>3.4</td>
<td>4.6</td>
<td>4.2</td>
</tr>
<tr>
<td>Jyväskylä</td>
<td>4.0</td>
<td>2.6</td>
<td>4.0</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Table 8:14: How strong are the different dimensions of ideals in the five journalism departments? (mean on the strongest variables in each group)

There are also clear differences when it comes to the question of whether journalists fulfil their responsibilities towards society. The students in Moscow and Warsaw are quite critical towards journalists in their own countries, with around 30 per cent saying that they are not fulfilling their responsibilities. The students in the other countries are less critical: more than 50 per cent agree that journalists are doing what they should.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Södertörn</strong></td>
<td>3</td>
<td>10</td>
<td>35</td>
<td>41</td>
<td>11</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Moscow</strong></td>
<td>10</td>
<td>21</td>
<td>44</td>
<td>20</td>
<td>6</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Warsaw</strong></td>
<td>9</td>
<td>20</td>
<td>44</td>
<td>23</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Tartu</strong></td>
<td>0</td>
<td>19</td>
<td>36</td>
<td>36</td>
<td>9</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Jyväskylä</strong></td>
<td>0</td>
<td>0</td>
<td>48</td>
<td>48</td>
<td>4</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Table 8.15: Do you think that journalists in your country fulfil their responsibilities towards society? (on a scale 1–5 where 1 is No they don’t and 5 is yes, they do, per centage and mean)

**Journalism in society**

The opinions about the most important tasks for journalists express a strong desire for professional autonomy. In all countries, students think that journalists should present different opinions and be free of special interests. When these roles meet reality, the students understand that these ideals come under pressure. As we saw before, many students in Russia, Estonia and Finland have professional experience, and other students gain experience during their courses.

Different patterns are visible in the evaluation of threats to journalistic independence:

- In Södertörn and Jyväskylä the students see a strong threat from inside the media company, from an increasing work tempo and higher demands for profits. External pressure is strongest from advertisers and sources.

- In Warsaw and Tartu, external political pressure is viewed as being equal to commercial pressure within the media business. Weak professional ethics are also said to be a danger, in Tartu they are the strongest danger of all.

- In Moscow, political influence is evaluated as being strongest threat. Threats against individual journalists are considered to be a great danger, together with demands for profit by the company.
A factor analysis shows clear correlations between two groups of threats against independent journalism – commercial demands within media companies and state/political influence through ownership, media laws and threats against journalists.

- **Commercial demands** – investors’ demands for profit, increasing work tempo, concentration of ownership and influence from advertisers (corr. 0.56–0.70).
- **State/political demands** – state ownership, media laws, political influence in media companies and threats against journalists (corr. 0.69–0.82).

An analysis of the levels of the variables within these two dimensions in the five programmes shows both similarities and differences. The commercial demands are considered to be high by all students, but the state/political demands are much higher in Moscow than in other places. In Warsaw and Tartu as well the potential threat from state/political demands is higher than in the Nordic countries.
There is great commercial pressure in all five countries, but in Russia the students also experience political and personal pressures. This also becomes clear when the students evaluate developments in press freedom over recent years. In four of the five countries this development is positive, more students says it has increased than not. In Poland there is great optimism, 72 per cent say press freedom has increased and very few say the opposite. The exception is Russia – 42 per cent of the students say press freedom has decreased. In Sweden and Finland the students see the situation as being more stable.

When it comes to the quality of journalism the picture is more mixed. There is no clear correlation between the evaluation of press freedom and quality in journalism. In Södertörn and Tartu, the students see increasing press freedom, but declining quality. In Moscow the opinions are the opposite – clearly decreasing press freedom but slightly increasing quality. In Warsaw the students are very positive when it comes to press freedom, but less when they evaluate the quality – 72 per cent think there is greater freedom and 48 per cent think that quality has increased.
Press freedom is often defined as freedom from the state and the students have a positive view of this, except in Russia. But the other kind of influence on journalistic independence – the commercial demands – also influences the quality of journalism. This can explain this paradox in the eyes of the students: that greater freedom can be combined with lower quality in journalism.

<table>
<thead>
<tr>
<th></th>
<th>1 (decreased)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (increased)</th>
<th>Mean</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Södertörn</td>
<td>8</td>
<td>32</td>
<td>44</td>
<td>12</td>
<td>4</td>
<td>2,7</td>
<td>124</td>
</tr>
<tr>
<td>Moscow</td>
<td>5</td>
<td>23</td>
<td>38</td>
<td>26</td>
<td>8</td>
<td>3,1</td>
<td>136</td>
</tr>
<tr>
<td>Warsaw</td>
<td>4</td>
<td>21</td>
<td>27</td>
<td>27</td>
<td>21</td>
<td>3,4</td>
<td>131</td>
</tr>
<tr>
<td>Tartu</td>
<td>15</td>
<td>32</td>
<td>34</td>
<td>9</td>
<td>4</td>
<td>2,7</td>
<td>47</td>
</tr>
<tr>
<td>Jyväskylä</td>
<td>0</td>
<td>22</td>
<td>35</td>
<td>38</td>
<td>4</td>
<td>3,3</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 8:19: Do you think that the quality of journalism has increased or decreased in your country the last years? (on a scale 1–5 where 1 is decreased and 5 is increased)

Journalists in relation to other groups

The relation to other groups around the profession is a key issue when it comes to autonomy. Clear demarcation lines and strong detachment in relation to external pressure are important in this sense. The attitudes among journalism students in the five countries differ when it comes to integrity:

- In relation to politics, students in Moscow and Tartu are more willing to accept political influence in the media company. On the other hand, students in Södertörn and Moscow are most willing to accept that journalists are active in politics.

- In relation to PR and communication, students in Moscow in general see no problem in combining work in journalism and PR. In Warsaw, one third of the students concurred.

- Gifts from sources are OK for one-third of the students in Moscow and Jyväskylä. Threats and pressure from outside are normal according to nearly half of the students in Moscow and Warsaw.
A journalist can’t be active in politics when he/she is working as a journalist

As a journalist one has to accept political influence in the media company and the limits this puts on journalism

It is no problem for a journalist to also work with PR and information management.

For an independent journalist, threats and pressure from outside are quite normal.

It is OK for a journalist to accept gifts from sources as long as it does not influence professional work

| Attitudes differ, and the limits to what a journalist may do are different according to the students. Generally, demarcation lines surrounding the profession are weaker among the Russian students: they are more open to PR, to accepting political influence and taking gifts. They also feel the pressure from outside. Students in Warsaw and Tartu are somewhere in between, drawing a strict line about politics although many still accept political influence, gifts and working in PR. The Nordic students are quite similar in having traditional attitudes, with the exception of a high grade of acceptance of political activism among Swedish students. This might be a result of how “politics” is defined. In Sweden this includes not only party politics but also active membership of NGOs, for example. |

**Journalism education and the future as journalist**

The students in the survey are in the middle of their programmes in journalism. They reveal a similar pattern in their evaluation of the importance of different parts of the curriculum – most importance is
given to subjects directly linked to vocational training and internships, less to subjects more remote from practical skills such as media economy and the history of journalism. This is not strange in a programme preparing students directly for a profession: areas perceived as directly useful for professional careers are regarded as most important.

There are also some differences that might be connected to different curriculums. But also to the fact that the content of the programmes is the outcome of different evaluations of what is important for becoming journalists in the five countries:

- PR and communication more highly valued in Moscow, Warsaw and Tartu.
- Investigative reporting is regarded as less important in Moscow and Warsaw.
- Online journalism and photojournalism is less important for Polish students.

<table>
<thead>
<tr>
<th></th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskylä</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press</td>
<td>4,5</td>
<td>3,9</td>
<td>3,8</td>
<td>4,2</td>
<td>4,7</td>
<td>4,1</td>
</tr>
<tr>
<td>Internship</td>
<td>4,4</td>
<td>3,9</td>
<td>3,7</td>
<td>4,4</td>
<td>4,6</td>
<td>4,1</td>
</tr>
<tr>
<td>TV-video</td>
<td>4,1</td>
<td>3,7</td>
<td>3,3</td>
<td>4,3</td>
<td>3,7</td>
<td>3,8</td>
</tr>
<tr>
<td>Ethics in journalism</td>
<td>4,1</td>
<td>3,5</td>
<td>3,6</td>
<td>4,5</td>
<td>3,8</td>
<td>3,8</td>
</tr>
<tr>
<td>Media law</td>
<td>3,9</td>
<td>3,6</td>
<td>3,8</td>
<td>3,9</td>
<td>3,3</td>
<td>3,8</td>
</tr>
<tr>
<td>Online</td>
<td>4,2</td>
<td>4,0</td>
<td>3,1</td>
<td>3,7</td>
<td>3,8</td>
<td>3,8</td>
</tr>
<tr>
<td>PR/communication</td>
<td>3,0</td>
<td>4,1</td>
<td>3,6</td>
<td>3,2</td>
<td>2,2</td>
<td>3,5</td>
</tr>
<tr>
<td>Radio</td>
<td>3,7</td>
<td>3,3</td>
<td>2,9</td>
<td>3,8</td>
<td>3,7</td>
<td>3,4</td>
</tr>
<tr>
<td>Photojournalism</td>
<td>3,9</td>
<td>3,4</td>
<td>2,1</td>
<td>4,1</td>
<td>3,6</td>
<td>3,3</td>
</tr>
<tr>
<td>Investigative reporting</td>
<td>4,1</td>
<td>3,1</td>
<td>2,1</td>
<td>4,6</td>
<td>3,5</td>
<td>3,3</td>
</tr>
<tr>
<td>Journalism research</td>
<td>2,6</td>
<td>3,2</td>
<td>3,4</td>
<td>3,3</td>
<td>3,1</td>
<td>3,1</td>
</tr>
<tr>
<td>Media economy</td>
<td>2,7</td>
<td>3,0</td>
<td>3,0</td>
<td>3,4</td>
<td>2,4</td>
<td>2,9</td>
</tr>
<tr>
<td>Media management</td>
<td>2,7</td>
<td>3,2</td>
<td>2,8</td>
<td>3,8</td>
<td>2,1</td>
<td>2,9</td>
</tr>
<tr>
<td>History of journalism</td>
<td>2,6</td>
<td>3,3</td>
<td>3,0</td>
<td>2,9</td>
<td>3,3</td>
<td>2,9</td>
</tr>
</tbody>
</table>

Table 8:21: How important to You are different areas in your journalism program? (a scale 1–5 where 1 is not important and 5 is very important, mean)
The students have a strong belief in journalism as a profession, it will survive no matter what channels are used. They also disagree with the statement that all citizens can be journalists in the future (even if the Russian and Polish students are more uncertain).

But there are also clear differences, mainly concerning the evaluation of social media. In Moscow and Warsaw, the students mostly agree with the statement that social media will satisfy the need for information in the future. They also emphasize that journalists have to listen more to the audience in the future. This difference is even more interesting bearing in mind the opinions on press freedom and state/political influence on journalism. The Moscow students have greater confidence in social media as an alternative to the traditional media sector connected closely to political power in society.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskylä</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the future all citizens can be journalists</td>
<td>2,6</td>
<td>3,0</td>
<td>2,9</td>
<td>2,1</td>
<td>2,0</td>
<td>2,7</td>
</tr>
<tr>
<td>Social media will to a great extent satisfy the need for information</td>
<td>2,4</td>
<td>3,6</td>
<td>3,4</td>
<td>2,0</td>
<td>2,6</td>
<td>3,0</td>
</tr>
<tr>
<td>Journalists have to listen more to the audience</td>
<td>2,8</td>
<td>3,5</td>
<td>4,1</td>
<td>2,9</td>
<td>3,5</td>
<td>3,6</td>
</tr>
<tr>
<td>Journalism will become more of entertainment</td>
<td>3,0</td>
<td>3,6</td>
<td>4,1</td>
<td>2,9</td>
<td>3,5</td>
<td>3,5</td>
</tr>
<tr>
<td>Journalism will always survive, no matter what channels</td>
<td>4,2</td>
<td>4,1</td>
<td>4,1</td>
<td>4,5</td>
<td>4,5</td>
<td>4,2</td>
</tr>
</tbody>
</table>

Table 8:22: Media development and journalism (a scale 1–5 where 1 is disagree and 5 is agree)

At the same time students in Moscow and Tartu are more optimistic about the future of the profession than students in the other countries. The same pattern was shown in an earlier study of Swedish and Russian journalism students, even though Russian students are more critical of the degree of press freedom, they are more optimistic and also more pessimistic (Nygren et al. 2010).

It is quite natural that young people in a programme in journalism believe in the future of the profession. More surprising are the figures
that show that 30–40 per cent of the students in all places (except Tartu) believe that the profession will transform into other occupations or vanish. Even in stable media systems like Sweden and Finland, only 10–20 per cent think that the profession will flourish.

<table>
<thead>
<tr>
<th></th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskylä</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will transform into other occupations</td>
<td>27</td>
<td>27</td>
<td>26</td>
<td>15</td>
<td>39</td>
<td>26</td>
</tr>
<tr>
<td>Pessimistic - the profession will vanish</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Like today</td>
<td>37</td>
<td>26</td>
<td>36</td>
<td>38</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Optimistic- the profession will flourish</td>
<td>20</td>
<td>31</td>
<td>18</td>
<td>30</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>I don’t know</td>
<td>16</td>
<td>6</td>
<td>16</td>
<td>15</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>149</strong></td>
<td><strong>140</strong></td>
<td><strong>141</strong></td>
<td><strong>47</strong></td>
<td><strong>31</strong></td>
<td><strong>508</strong></td>
</tr>
</tbody>
</table>

*Table 8:23: What do you think about the future for journalism as a profession? (%)*

**Journalism studies as a road to other areas**

There are clear differences in the degree of professional direction among the students. In Södertörn, Tartu and Moscow 70–75 per cent of the students are fairly or completely certain that they want to work as journalists after graduating. In Warsaw and Jyväskylä the proportion is much lower, only about half of the students are aiming for this career. This uncertainty may be a sign that, for many students, a degree in journalism can offer entry to other professions, both for earning a living and as an opportunity for self-expression.
Similarly, when it comes to the question of whether they think they will get a job as a journalist, the same pattern is visible. The figures also correlate with the figures on professional experience before the programme – earlier employment as a journalist gives a much higher self confidence about finding work in journalism:

- In Tartu, many students already work as journalists, and many are sure they will find work. This is also true in Moscow, where 44 per cent are sure they will find or already have a job.
- In Warsaw, the situation is the opposite. Only 25 per cent are sure they will find or have a job. Södertörn and Jyväskylä are somewhere in between.

Table 8.24: How certain are you that you want to work as a journalist after you graduate? (%)

<table>
<thead>
<tr>
<th></th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskylä</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t want to</td>
<td>3</td>
<td>13</td>
<td>17</td>
<td>4</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Uncertain</td>
<td>22</td>
<td>19</td>
<td>31</td>
<td>22</td>
<td>42</td>
<td>25</td>
</tr>
<tr>
<td>Fairly certain</td>
<td>41</td>
<td>34</td>
<td>24</td>
<td>44</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>Completely certain</td>
<td>35</td>
<td>35</td>
<td>29</td>
<td>30</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Number of answers</td>
<td>149</td>
<td>134</td>
<td>144</td>
<td>46</td>
<td>31</td>
<td>504</td>
</tr>
</tbody>
</table>

Table 8.25: Do you think you will get a job as journalist after graduating? (%)

If the students don’t find work as journalists, their degrees can offer entry to other professions. At Södertörn, other surveys show that five
years after graduation 37 per cent of the students work in PR or communication for companies or organizations. This is equal to the number working in traditional journalism. Many ex-students start their careers as journalists but change to PR and communication after some years (Nygren 2012).

In the survey, the students stated what areas might be of interest if they do not work as journalists. The results show that PR/communication and creative occupations are the most popular alternatives in all five universities:

- In Warsaw, nearly seven out of ten students see PR/communication as an interesting alternative. In Södertörn, Tartu and Moscow PR/communication is also an alternative for a majority of the students.
- In Södertörn and Jyväskylä, creative occupations are the most popular alternatives. These are also popular in Moscow and Tartu.
- In Moscow, Warsaw and Tartu, politics and business are good alternatives for 15–27 per cent of the students. In Södertörn and Jyväskylä, teaching or academic work is an alternative for 23–39 per cent.

<table>
<thead>
<tr>
<th></th>
<th>Södertörn</th>
<th>Moscow</th>
<th>Warsaw</th>
<th>Tartu</th>
<th>Jyväskylä</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR /communication</td>
<td>62</td>
<td>56</td>
<td>69</td>
<td>64</td>
<td>43</td>
<td>61</td>
</tr>
<tr>
<td>Creative occupations*</td>
<td>74</td>
<td>61</td>
<td>45</td>
<td>64</td>
<td>71</td>
<td>61</td>
</tr>
<tr>
<td>Advertising</td>
<td>42</td>
<td>36</td>
<td>56</td>
<td>32</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>Teacher</td>
<td>30</td>
<td>16</td>
<td>9</td>
<td>38</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>Politics</td>
<td>13</td>
<td>22</td>
<td>27</td>
<td>15</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Academic/researcher</td>
<td>23</td>
<td>16</td>
<td>12</td>
<td>15</td>
<td>39</td>
<td>18</td>
</tr>
<tr>
<td>Business/economy</td>
<td>6</td>
<td>20</td>
<td>15</td>
<td>23</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

* writer, artist, filmmaker etc.

**Table 8:26:** What other areas of employment would be of interest if you not are working as a journalist? (% choosing each option)
The list of alternatives shows that there is no real resistance to other professions for these future journalists. The degree is a preparation for a journalistic career but can also lead to other areas. In Moscow, a course in PR and communication is also a part of the curriculum for journalists. In Poland, PR and marketing form part of the curriculum for students and the students consider these areas important (Gawronski 2010).

**Similarities and differences**

A total of 527 students from five countries with different historical and social/cultural traditions took part in the survey. Major differences could be expected in how the students perceive the journalistic profession and their own future in journalism. The media systems in the five countries differ as do the political situation and media structure.

There are some differences between the students, but overall the similarities are clear in all areas in the survey:

- The students come from the same urban middle class social group. Many have parents working in the media sector.
- The most important motive for wanting to become a journalist are the same – a desire for self expression. The same subjects are also important for the students and they hope to find a place in national television companies and magazines to fulfil this.
- Most of the competences and traits of character needed for journalism are the same. The most important journalistic ideals were observation and correct reporting. This shows there is a similar basic understanding of the professional identity of journalists.
- All the students perceive the commercial pressure in today’s journalism, and many of the students felt uncertain about being able to manage to find work. But they do not limit themselves to traditional journalism – they are open for work in the media sector in a broad sense.

Of course there are also differences. These are connected to social and political factors and often place students at Södertörn and Jyväskylä in one group and students in Moscow and Warsaw in another, with the Tartu students somewhere in between. For example: money, status and
networking abilities are more important in Moscow and Warsaw than in the Nordic countries. The lines demarcating the profession from PR/communication and politics also seem less distinct in Moscow and Warsaw.

One important difference is the political pressure perceived by the Russian students, but Polish and Estonian students also see this pressure in their countries. At the same time, however, Russian and Estonian students are the most optimistic – both about their own future in journalism and about the profession.

These differences are important. But they do not change the conclusion that there is a common basic perception about what a journalist is and what a journalist should do among most of the students in the five countries. The differences relate more to the question of whether it is possible to fulfil these visions – both for the profession and for the students themselves in their future careers.
Opposing demands characterize the programmes in journalism at all the universities in the study. They exist in a dynamic interface between prevailing academic traditions, the media industry and the political establishment in each country.

The challenges they share – technological advances, changing media habits, consolidation of ownership, globalization and commercialization – offer a framework for the internal discussion in respective department. On the whole, the results of the study show that many of the ideals are identical. At the same time there are major differences in the significance attributed to them.

In the Nordic countries, Finland and Sweden, with a strong tradition of a daily press and public service radio and television, developments are more calm than in the post-Communist countries. The link between journalism and democracy is firmly rooted in the academic world as well as in the industry and in politics. The teachers are relatively unanimous about what professional identity means and only differ on relatively subtle distinctions.

The dramatic fluctuations in the media systems in Russia, Estonia and Poland have led to greater divisions between the teaching staff. Each era seems to have left an impression on the field of journalism and continues, in one sense, to imbue the atmosphere both inside and outside the universities.

The interviews with the teachers confirm previous studies (de Burgh 2005, Weaver & Willnat 2012) about how national historical and cultural references set the parameters for journalism education. These
parameters interact with professional values and ideals in present journalistic practice.

Conclusions

On Professional Identity

Attitudes to the concept of professional identity are divided. It is rejected completely by the majority of teachers in Russia. Several maintain that it is possible to discuss what professional implies but not the idea of identity.

The Russian teachers know that the concept of professional identity is used in media research in the West. But even so the cultural differences make it irrelevant in Russia.

In both Moscow and Tartu the teachers mock the academic custom of depicting a bright and idealistic image of journalism, of the journalism we would like to see. They believe that once we step into the real world the laws of the market apply, irrespective of where we work. Several of those interviewed pointed out that all journalism is dependent journalism. It is naïve to believe anything else. This also applies in Poland. Many of the teachers in Warsaw expressed their sorrow and disillusionment about developments. “Autonomy is an illusion.”

In Sweden and Finland the majority of the teachers had a comparatively positive view of professional identity. Even if many journalists are now losing their jobs, on the whole the labour market is expanding. The exclusive aura surrounding the printed word has gone. Readers are becoming involved and more than perhaps ever before are trying to make their voices heard in public. A new task for experienced journalists is to make sense of these unbridled debates.

In the Nordic countries being professional involves, according to the teachers in the study, the right and possibility to choose subjects – and angles – from the point of view of readers. Being able to take independent initiatives and not merely reacting to initiations, events and press releases. The public service tradition is predominant and helps to define what is professional – and trustworthy – journalism. “Input” of this kind is lacking in the countries in the east.

Freedom from government influence and independence is stressed by all the teachers in the study in their discussions of what professional
journalistic practice is. Freedom from commercial intervention is stressed – as being almost as important – in the Nordic countries.

The students’ views on professional identity, as shown in the questionnaires, reveal that traditional attitudes to what a good journalist needs to know predominate at all the universities: the ability to listen, creativity, written proficiency and being able to tell a story are the skills ranked highest by the students. At the bottom come technical skills, cooperation, visual competence and knowing what sells. This approach fits in well with the reasons why the students in the study applied for programmes in journalism at all. They want to work with stimulating questions, be creative and meet interesting people.

The students dream of freedom and independence. They are similar to each other and share, interestingly enough, the same hopes for the future – in spite of national conditions and media systems. Similar findings have been described in earlier studies (Splichal & Sparks 1994, Josephi 2009). The myth of independent and creative journalists obviously lives on among journalists to be.

Another survey (Nygren et al. 2010) involving only Russian and Swedish students complicates the picture. The Russian students showed that they were clearly aware of the complex journalistic domain that faced them. Pressure from politics and the profitability demanded by the media companies were circumstances they had to accept, in their view, if they wanted to enter the profession. The future journalists in Sweden were more optimistic about their chances of “making a difference”.

In this study the students in every country viewed commercial pressure, “investors’ demands for profit”, as the greatest threat to independent journalism.

The students in Russia, Estonia and Poland agreed but at the same time they added political pressure: different kinds of attempts to influence newsrooms by those with political power both inside and outside the media companies.

Direct threats to individual journalists also have an impact, according to the Russian students, on their independence. Current legislation in the different countries is placed, interestingly enough, at the bottom of the list of threats to journalism. In the middle we find consolidation of ownership and pressure from lobbyists of different kinds.
The questionnaire provides information about what journalist students include in concepts like integrity and independence. The differences between the universities are clear and reflect the media systems.

In Moscow, Warsaw and Tartu the students are generally more prepared than in the other countries to accept political influence on the way in which journalists function. The boundary line between journalism and PR is fluid.

When asked if journalism can be combined with PR and media management more than 60 per cent of the students in Moscow answered affirmatively. At the same time about half considered that it was possible to be politically active and at the same time work as a journalist, and just as many answered that threats and external pressure had to be considered normal by an independent journalist.

In the other countries as well there are many future journalists who consider it totally acceptable for journalists to be politically active. Deciding what these responses indicate is difficult. It is possible that young and idealistic individuals in all the countries apply to study journalism for the same reason that they join political parties. They want to influence things. The problems in this context arise later.

Accepting gifts from sources that journalists rely on is acceptable for about one-third of the students in Moscow, Warsaw and Jyväskylä. It is the students in Tartu and Södertörn who stand out on this issue and only a few of the students in these universities can accept the idea.

Comparison of the students’ responses with the description of the profession offered by Kovach and Rosenstiel (2007) in Elements of Journalism, supports some aspects of their argument. The main differences concern attitudes to investigative journalism, the task of monitoring the authorities.

According to the students it is important for journalists to act as watchdogs – to reveal corruption and local, national and international abuse of power – and enable the public to improve society. But it is also important to be able to amuse and entertain.

The ideal of monitoring is strongest in Sweden, Estonia and Finland. It is considerably weaker in Moscow, where the students stress the education ideal instead. This may be a reflection of a Russian tradition in which the intelligentsia is the avant garde of society.
The demarcation between journalism and PR that many teachers are preoccupied with – and expound in their teaching on ethics – does not seem particularly interesting for the students in the study. They are aware that the market requires them not to close off access to either field. For the students it is a question of survival, of gaining a footing in the labour market and retaining it.

In accordance with Deuze’s analysis (2007) of media developments in Europe and the changes that will ensue, we can see that the students in the study have a broader professional identity than just being journalists.

The democratic mission will survive, it appears, for as long as the surrounding community demands it. The journalistic task of providing neutral reporting of news is, on the whole, the most important one according to the student journalists. In addition different opinions have to be made visible, new ideas allowed to emerge and attention has to be drawn to injustices.

The students in Tartu stand out when it comes to the task of accounting for different opinions in society. This task is placed as high on the list as “educating the public”. At the bottom comes “entertaining the public”.

Is it possible to understand the difference? One possible explanation could be that the students in Tartu are being educated at a university where a great deal of research is undertaken.

How do the young students view the journalism that is practised in their different countries? Here the Russian students distinguish themselves. They are more critical than the others of the way journalism functions in their country. Only six per cent respond affirmatively when asked whether Russian journalists assume social responsibility. About half of the students from other countries consider that the journalists in their countries do what they are supposed to.

Journalistic autonomy and quality seem to be linked in the students’ assessments. But this is not clear cut. In Poland, for example, greater freedom can, according to the students, be combined with a lower quality in journalism.

As a whole the results of the study support and offer further development of Elin Gardestöm’s historical analysis (2011) of journalism education in Sweden as a tug-of-war between “the press domain” and “the academic domain”. This tug-of-war seems to be international.
What is and is not professional is a negotiable issue. Who has the mandate to lay down what? The way ahead lacks signposts. Differences and similarities between universities alter. The pattern, if we can even talk of a pattern in this context, resembles a mosaic composed of thousands of different coloured tiles.

For the moment it is possible to discern different configurations but the universities and the programmes we have studied do not on the whole reflect their surrounding media landscapes in any simple way. On the contrary, the results confirm the findings of previous studies (Josephi 2010) that have determined that journalism education is not an indicator of the degree of freedom in a media system.

**Teachers vs. students on Journalism Education**

In each country the students and teachers agree that the most important element in their programmes is preparing students for their future professional roles; learning by producing. “You cannot lecture about the problems, the students have to experience them for themselves”, as one teacher puts it. Which skills are the ones that count?

The results clearly indicate that certain elements are more significant than others: for the teachers – teaching news – is absolutely fundamental.

Irrespective of the differences in the media systems, courses to develop the students’ ability to identify news, evaluate sources and present their material appealingly are included in each country.

A nose for news and sufficient knowledge about society to single out what is unusual and different is in demand, according to the teachers, throughout the sector. For this reason general knowledge about society is popular among the teachers but is not necessarily included by the students in their lists of important elements. In every country they rank creativity and narrative skills higher.

The same applies to “the ethics of journalism”. An essential and important aspect of the programmes in the teachers’ opinions, who are eager everywhere to make room for it. Less interesting according to the students, who rank practical training higher.

Editing and layout are included at each university. Technological knowledge alternates with editing journalistic copy – indisputable elements according to the teachers.
It is difficult to understand why the students on the whole value technological skills less than other competences. One possible explanation may be found in the fact that technological convergence characterizes all forms of journalism today. Press, radio, television and on-line journalism are produced at all the universities more or less in parallel.

Literary journalism, reportage and individual portraits are elements that are given priority by both teachers and students. Discussing texts written by others and getting feedback on what has been submitted is both enjoyable and meaningful, no matter what the “world outside” looks like.

Whether there will be scope for long, in-depth articles in the future is less important. Being able to express one self and create exciting narratives is considered by both the teachers and the students to be the very core of the profession.

Investigative journalism does not have the same self-evident position. Teachers and students are well aware that the sector offers limited scope for this type of journalism. In Estonia and Sweden it is, nevertheless, ranked high but is placed considerably lower in the other countries. Here the future journalists in Poland stand out: all other tasks are more important than this one.

The balance between theory and practice is a topic of on-going discussion at all the universities, according to the teachers in this study. It never ends, only breaks off now and then during temporary periods of truce in the faculties. The Nordic programmes in the study represent two distinct and different models. At Jyväskylä the teachers who undertake research focus on offering a perspective on journalism and time for reflection. The practical elements of the programme are dealt with by teachers who are still to a great extent active journalists. The ambition at Södertörn is to integrate practical and theoretical perspectives in every course that is offered. The teachers who undertake research are expected to be able to cope with teaching courses that focus on practical skills – except when dealing with more theoretical subjects – and vice versa.

All of the students in the Nordic countries write essays, a Bachelor’s degree thesis, at the end of their programmes. The same applies at Tartu, which has a strong research tradition. At Moscow and Warsaw, on the other hand, the essay is an option. When they do their degree projects
students can choose between writing an academic essay or completing a journalism project.

Students with analytic leanings are able to proceed to theoretical studies in each country. The normal system means that they spend a few years in the labour market before returning to more advanced academic study to acquire further qualifications. The teachers in the study are generally satisfied with this arrangement.

The students’ interest in theoretical aspects such as “history of journalism” is restricted in every country. This is placed at the bottom of the list. The same applies to “journalism research”, “media economics” and “media organization”. This is probably quite simply a question of age. Getting into the sector and everything that has a direct bearing on doing so arouses greater interest. Leadership questions, the social role of journalism, issues relating to the economics and profitability of the media companies are more remote.

General education in the classic sense is not given pride of place at any university. Developments in each country are rather moving towards less reading, according to the teachers, less reading of both literature and works relating to journalism.

Speed, which has traditionally been a journalistic virtue, is emphasized increasingly, together with technical skills. In the words of Olga Smirnova in Moscow: “All over the world students want more hands-on practice. Their teachers are more concerned with professional values and theoretical knowledge.”

The students’ response to the question about which characteristics they consider most important for a journalist hint at another explanation. For all of the students in each country the most important characteristic for a journalist is curiosity. Other important traits are accuracy and seriousness, endeavouring to be correct and having a feeling for justice.

When it comes to networking, the ability to create contacts and social skills, there are clear differences between the Nordic countries and the others. The students see nothing wrong in being attractive, nor in having charm and behaving generously. In Tartu, Warsaw and Moscow appearance and charm are ranked at more or less the same level as being serious and thoroughness and sincerity.
The Nordic students respond more cautiously. They may think in similar terms but, for cultural reasons, they do not answer in the same way. Summing up the pattern and offering a theoretical explanation for the heterogeneous responses is no easy matter.

The teachers in the study express no concern about the fact that they are training young people for an uncertain labour market. They regret that things are as they are but at the same time they are confident that their students have the ability to follow alternative paths.

The students’ views of their chances in the future media landscape show that they are uncertain. About half of them respond affirmatively when asked if the social media as well as more traditional forms of journalism are going to supply the information that will be needed in the future.

The students dare not rely on being able to find any work at all as journalists when they complete their programmes. Less than half say that this is how they feel. The most hesitant are the Polish students.

When asked where they would most like to work, most of the students opt for the national media. The Russian students are an exception. More than half of them respond that they would prefer international media, if they were able to choose. This result fits in well with how they evaluate national journalistic practices in their own country.

On the whole magazines and television are the most popular forms of media among the students. Many of them hope that in the future they will get a chance to combine different forms of media and produce for different platforms, including the Internet, simultaneously.

When it comes to what type of journalism they want to devote their time to, culture is most attractive in each country. Making their names as cultural journalists is what students in all the countries dream of. This is even more popular than being a foreign correspondent, which comes second in their ranking. Crime, accidents and sport – undoubtedly important fields in the sector – are ranked lowest.

If they fail to become journalists, the students at all the universities feel that they can find some other form of creative work (writer, artist, film director…) or work with PR and communication. The advertising industry offers a third alternative.

Students at Södertörn and Jyväskylä can also consider research. The programmes seem more independent of the national context than jour-
nalistic practices in all the countries in the study, as was found by Josephi (2010).

It is obvious that many of the students opted for the profession because they believe in journalism in some sense. They want to contribute to society and create something meaningful. They also seem prepared to live “a portfolio career”, working on different temporary projects, with neither a framework nor security.

For the teachers the challenge in each country is to prepare students for the conditions that apply in the sector – without depriving them of their belief in the future.

In the context of Kaarle Nordenstreng’s concluding discussion in the anthology *European Journalism Education* (2009), we can see that the status of journalists in relation to their employers in the “outside world” is reflected in the academic world.

The media industry, “the sunrise industry” (Deuze 2007), attracts young and creative individuals – not necessarily to journalism but to the sector as a whole. After ten or so years in the profession many can consider widening the tasks they undertake and becoming a member of the army of media professionals that float around nationally and internationally, fully aware of their significance for – primarily – economic development. Deuze (2007) describes this vividly in his formulation “Liquid Life in Liquid Modernity”.

The observations made by Castell in 2000 about this well-educated and creative “informational labour” group apply also to the future journalists in this study.

**Actors involved in Journalism Education**

The programmes in journalism in the study are being developed by the academic staff but also by their relationship to the political system and government directives for higher education. And, of course, dependent on the media industry in which students are expected to work after graduation as well as by journalists’ trade unions to some extent.

*Relation to the Government*: In Finland and Sweden universities have for some years enjoyed autonomous status. Directives based on short term social utility have turned out in practice not to function well. At the same time the Nordic countries have a tradition of allowing universities with different specializations to compete with each other.
Surveys to establish which students in different programmes are most successful in the labour market are frequent. Programmes are also evaluated continually and ranked in relation to each other. This stimulates innovative thinking. It is impossible for programmes to rest on their laurels.

In Poland there are numerous programmes in journalism with different focuses, perhaps too many in relation to the labour market. The government places no limits on numbers. Its control applies instead to the contents of programmes. All journalism students are guaranteed – in addition to journalism – a general education. In this respect journalism education is treated in the same way as other advanced university programmes.

In Estonia the departments at Tartu and at Tallin which have different specializations, research at Tartu and film and television at Tallin, compete with each other. Funding plays a decisive role – alongside the commitment of the teachers.

The situation in Russia is quite special. The university in Moscow with its extensive international contacts and national prestige is better placed than other Russian universities to assert its independence. But because of its proximity to the Kremlin and the powers-that-be it is the university in which the authorities feel compelled to uphold their interests. The social development in our country, one teacher from Moscow observed, with technological, economic and political control is going to govern the development of the media. What we in the faculty contribute is one piece of the jigsaw puzzle. Not an unimportant one but not pivotal either.

Academic freedom is greatest where the contents of the programme are concerned. This applies to all the universities. The teachers keep their ears open for explicit and tacit viewpoints on what future journalists need to know. At the same time the interviews make it clear that power over the programmes is exerted within the teaching staff. The universities cannot themselves decide how many students to admit. Costs are incurred for each student admitted but funding is determined and allocated higher up. Nor do they have any say in admission procedures. Many of the teachers in the study favour a system involving admission tests so that suitability for the profession and writing skills can be taken into account. The advocates of admission on the basis of
grades predominate, according to the teachers, in the ministries in each
country. They seem to think that studying journalism is no different
from studying any of the other prestigious programmes. Those who
cannot cope with their programmes in journalism should be able to
choose some other career.

In Russia, Poland and Estonia there is a tradition of political control
but a shift towards the western system with indirect management
through educational policy is taking place. A kind of liberalization in
which the programmes are expected to adapt to the media sector. This
may be the reason why there were such strong reactions when the
Russian Vice-Minister for Communication, Aleksej Volin, visited the
faculty of journalism at Moscow in February 2013. In his speech he
stressed that journalists do not have a mission to improve things, merely
to produce profit for those that employ them. The students have to
understand how to obey those who pay their salaries and that employers
can also make demands about how they should write, he said
(RIA/Novosti 12 Feb 2013). The speech aroused forceful reactions from
both the teachers and the students.

Journalism education and the media industry: The relationship to the
media industry involves complicated manoeuvring in all the countries in
the study.

The interviews with the teachers bear witness to constructive
cooperation as well as mutual distrust. In Sweden journalism education
started in the 1950s at the initiative of the publishers and representatives
of the industry were still involved in its governance even after the
programmes had become subject to central government control
(Gardeström 2011).

Today there are regular contacts at the universities between academic
staff and representatives of the organizations in the sector. In concrete
terms these involve cooperation on placements, which work well. The
teachers are eager for their students to gain experience and the sector is
eager to find out what the students can do. And last but not least, the
students also want to show what they are capable of.

Students have to be “employable”. The programmes try to adapt to
the sector’s requirements so that their students will be able to find jobs
when they graduate – while at the same time there is criticism from the
teachers of the conditions for journalists in the media companies.
Contacts with the trade union organizations: On the whole these contacts are limited – not because of lack of interest but lack of time. In the Nordic countries trade unions are regularly invited to the universities to discuss how many places should be offered and the contents of the programmes. Often this goes no further.

In Poland and Estonia journalists’ trade union organizations lack power and are divided. Only 20–30 per cent of journalists are members of any trade union organization.

Also in Russia the trade union organization is getting weaker, about 30 per cent of the journalists are members. Educational issues are not the prime concern. Journalists who are threatened and persecuted require immediate action.

On the whole the interviews with the teachers showed no sign of blind obedience to the surrounding society. Rather adroit diplomacy. The academic world stays on friendly terms with representatives of the industry and the journalists’ associations. It listens to representatives of the government and the authorities and reasons with them. This mutual dependence is obvious. Ensuring that dialogue continues and adapting to the demands that are perceived as justifiable and reasonable is a question of survival.

Further International Cooperation

The basic question in this project is to what extent journalism education contributes to the formation of a professional identity among student journalists. The results suggest that programmes are significant and a force that increases the similarity of journalism in different countries, “an agent of change” (Josephi 2010). At the same time this homogenizing impact collides with the social, cultural and political traditions of the different countries.

The ideals that young journalists take with them from their programmes and the reality they encounter in the newsrooms of the media companies are far apart.

The study concurs with Hallin & Mancini (2012) in showing that the way in which the concept of professionalism is used in research needs to be developed. The question is whether the concept says anything at all without historical perspective and national context. The western – often ethnocentric – interpretation of the concept embodies a number of
assumptions about societal systems, politics and the media that cannot be taken for granted in other parts of the world.

In journalism, professionalism can and should be viewed as a process rather than something stable. The concept should therefore be defined in relative terms as a question of the autonomy in relation to the state and political power, to other forms of social and economic power and to the media industry.

Overall the media systems in the five countries that were studied are approaching the liberal model, in which objectivity is the polestar. Freedom of the press has led to an explosion of new media in connection with the fall of Communism in Russia, Estonia and Poland. But, according to the teachers from these three countries in the study, independent and autonomous journalism is still conspicuous in its absence. They testify to increased freedom officially speaking. Freedom on paper. Freedom for financial and political elites rather than for journalists. The dream of autonomy and that the role of journalists will include monitoring the authorities is still remote. Criticism of the sector is explicit. It goes against the grain to advocate adaptation and subordination in university programmes – particularly in Poland, Estonia and Russia, where the older generation have bitter experience of such requirements.

Through growing international cooperation teachers of journalism and researchers in different countries are endeavouring to enhance the view of journalism as an important social and democratic force in society.

The teachers consider that conferences and different kinds of exchange of experience help programmes to move closer to each other. Support is given to universities when there is a crisis, proposals offered on “best practice” and new course books. Idealistic formulations of the skills, knowledge and values desired in future journalists are discussed with great care in international organizations such as EJTA, European Journalism Training Association (Drok 2013). The most recent revision of the Tartu Declaration from 2013 (Appendix 4) lists fifty competences that students should acquire within the framework of a programme in journalism worth the name.

One new competence is “ability to make connections between the local, national and global perspective” and to adapt to the global news system. Other new points are to “be able to select information in accordance with the media platform” and “be able to interact with the
“audience”, in agreement with the ideas of Donica Mensing from 2011 about what she called democratic practice in journalism education.

Technological developments are reflected in a new competence that was not worded as explicitly in the past – to “be able to make journalistic use of technology”. The impact of changes in the labour market can be seen in five new points in all – “show initiative, understand the economic conditions underlying the profession, be able to recognize market opportunities, be able to develop new products/formats and know the practical aspects of being a freelancer”.

The last five points of the Tartu declaration have the greatest relevance in this context. The main heading is: “The competence to contribute to the renewal of the profession.” The wording of the points that follow carries weight: “be able to reflect on the future of journalism, be able to adopt scholarly methods of data collection, be able to adopt trustworthy methods of analyzing and processing data”.

UNESCO’s 2007 document for the development of journalism education was written with countries that had limited economic resources and/or no experience of independent journalism in mind. The conclusions of the report testify to a belief in the power of education to bring about change. A power with enough force to enhance democracy in any society at all.

The same idealistic conviction is represented among the teachers in this study. It is not that any university stands out in any specific way. The results of the study indicate rather that individual teachers believe that their academic practice offers the possibility of not only changing the domain of journalism but also society itself in a direction that would offer greater transparency, openness and self-government.

UNESCO’s most recent report (2013) Model Curricula for Journalism Education, A Compendium of New Syllabi continues along the same path and discusses how journalism education is to be able to meet global challenges in the future. Comparative research and continued collaboration between universities is needed to provide knowledge about future development work and a constructive exchange of ideas.

Academic autonomy is indisputable. Even if young future journalists have to adapt, they take ideals from their education with them, ideals that are important for the future development of journalism.

Media freedom is not given once and for all.
References


downloadFile&recordOId=979109&fileOId=983908


PROFESSIONAL IDENTITY IN CHANGING MEDIA LANDSCAPES


Gawronski, Slawomir (2010) “System of educating journalists in Poland. Student opinions and expectations”. Studia Medioznawcze 4 (43), University of Warsaw


Nygren et al. (2012) *Professional journalistic cultures in Poland, Russia and Sweden*. Stockholm: Södertörn University

Nygren, Gunnar, Dobek-Ostrowska, Boguslawa; Anikina, Maria (2013) *Professional autonomy – challenges and opportunities – A survey of 1,500 journalists in Poland, Russia and Sweden*, paper accepted for the conference Future of Journalism 12–13 september 2013 at Cardiff University


REFERENCES

Vartanova, Elena, Lukina, Maria, Svitich, Shiryaeva, Alla (2010) Between Tradition and Innovation: Journalism Education in Russia. In: Josephi, Beate (ed.) *Journalism Education in countries with limited press freedom*. Peter Lang International Academic Publisher
Appendix 1
Teachers in the study

Moscow State University

Maria Lukina, Deputy Dean at the Faculty of Journalism, divides her time between administrative duties, research and teaching. As a journalist she worked for Russia One, the leading Moscow radio station. She teaches news reporting, interview techniques and narrative and has published a number of articles about the Internet, blogs and web journalism in Russia.

Olga Smirnova, Vice Dean, coordinates the work of the faculty and is responsible for two Master’s programmes. One is intended for Russian students, the other for students from other countries. At Master’s level the university also offers a specialist course in journalism and gender.

Slava Nekliaev is interested in graphics and animation in his teaching. He free-lances in these fields as well. His work includes designing company reports so that they appeal to the reader. In addition he is responsible for the faculty’s admission procedures.

Andrej Raskin gives courses on monitoring foreign news and international media history. For more than a decade he has been working with news for First Channel, one of the major television channels in Moscow. His research deals with the way the media function in the context of war. He represents the Moscow faculty in its cooperation with the International Red Cross and the University of Columbia, New York.

Andrey Vyrkovsky gives courses for first-year students. He took his PhD in the faculty in 2004 with a comparative study of business journals
in the USA and Russia. He has many years experience with Forbes, a quality paper in Russia, which gives him a strong position in the faculty.

Marianna Blinova deals with the faculty’s international relations and foreign students coming to Moscow. She began her own studies in Moscow in 1966. Three years later she was awarded her PhD for a thesis on advertising in Japanese newspapers. She understands and is able to read both Chinese and Japanese.

Michail Makeenko also studied in Moscow. After the award of a PhD for a study of media systems in different countries he became a teacher in the faculty’s international department. His courses deal with the organisation of media companies and economics. The students learn to make comparisons between what is happening in Russia and media developments in the USA and Europe.

Oleg Bakunin was awarded his PhD in history in 2003. He lectures about media systems in other countries. His thesis deals with the difficult relationship between Soviet Russia and Finland during the period 1938–48. The sources he analysed comprised press material from different archives.

Ludmila Kruglova and Anastasia Alexeeva lead courses on web publication, media convergence and how traditional media are dealing with digital challenges – subjects with which they are familiar from their own careers and from the research they have undertaken. Both represent an explicitly technically focused journalistic role, which differentiates them from the other teachers.

University of Warsaw

Dominika Rafalska is basically a journalist and focuses on printed media. Her teaching deals with how news is created and the evaluation of news and sources. She is also responsible for teaching narrative journalism, reportage and individual portraits to second-year students. She was awarded her PhD in 2000 for a thesis on a student newspaper from the 1950s.

Jerzy Klosinski deals with writing opinion-forming articles. He considers that his task is to teach the students to write about culture. The course is an optional one, which means that the students that attend are
motivated. They want to express themselves about literature, film and drama. His work as a journalist is and always has been part of his political involvement. As a young man he began to work for what was then the daily paper Solidaritet.

Bronislaw Tumilowicz views his university teaching as only part of his work – not the most important aspect but rather an interesting side-line. His thesis on the role of the media for “public opinion” was written after the major strike among dockworkers in Gdansk in the 1970s. In his work as a journalist he contributes to daily and weekly papers and to magazines. His special interest is foreign affairs.

Lukasz Szurminski is responsible for the programme in Warsaw. Alongside his administrative duties dealing with syllabuses and planning he also teaches and is involved in research in the university. He also represents the programme in international contexts.

Monika Kozdon graduated from the programme in journalism at Warsaw eleven years ago. She then went directly to the newly started commercial television channels to set up studio debates on politics and stayed there. Her teaching deals with basic journalistic skills, i.e. interviewing, writing reportage, editing and commenting. The PhD thesis she has started concerns the relationship between the political and economic markets.

Eva Kacprzycka founded Claudia many years ago. It was the first woman’s magazine after the collapse of Communism. Bertelsmann’s German and French publications provided the prototype. Fashion, cosmetics and glamour suited her down to the ground. She uses her experience and her personal network to help students who are interested to find internships in magazines. She has no regrets about leaving research about journalism in the hands of others.

Zbigniew Zbikowski spends about eight hours a week at the department. His task is to read and comment on the students’ texts. The rest of his time is occupied by free-lance work for different political periodicals. When students want to sell their texts he helps them. He enjoys taking part in the public debate about society. He teaches that the best way to learn to write is to practice and to integrate and balance different perspectives.
Anna Zapolska has been managing the photography section for more than a decade. It has a permanent staff of eight, and visiting lecturers are invited from outside. The original idea was to offer the programme as an advanced course for students who had graduated from the programme in journalism. In the 1980s this system was changed and photography became one of several optional specialisations.

Marta Granath assists the photography section technically and artistically. Her experience includes her training from the School of Media and Journalism at Århus. Although originally from Sweden, she was attracted by the focus on aesthetics at Århus University. In Warsaw she arranges an exhibition of photographs every year with the students.

Iwona Kubicz has been working as a television reporter specialising in documentaries for many years. She enjoys becoming part of other people’s worlds and seeing how they function. Teaching television in Warsaw takes place in a separate building, where there is room for studio recording with audiences and several cameras. Fifteen teachers with varying backgrounds work part-time each term for a symbolic remuneration.

Södertörn University

Jan Örneus is responsible for journalism education at Södertörn. His teaching includes journalism and society and supervising theses and degree projects. His own background is in political science, economics and economic history. He is proud of the good reputation the university enjoys in the sector and eager to maintain the basic professional training it provides.

Astrid Haugland teaches multimedia production for the Internet. With her experience as an art teacher with a great interest in technology she wants to open the eyes of students to the use of images for communication. Her ambition in the textbooks she has written is to encourage newsrooms and individual journalists as well as students to make greater use of the web.

Jan-Olof Gullö has experience of sports broadcasting, both technically and as a journalist. The idea that the journalists working on the content should also understand the new types of media is one of the
cornerstones of his teaching. His courses on how texts, images and sound can be combined are continually being developed using the most recent tools in the market.

**Sanna Volny** teaches Internet publishing and is responsible for the technical equipment and studios at Södertörn. In her youth she alternated journalism with active work for increased solidarity. She still retains her belief that students have to be developed as active citizens. She considers close contact between students and teachers to be a prerequisite for all learning.

**Jöran Hök** is involved in developing the students’ international outlook. His journalistic experiences is from Göteborgs-Posten and the Swedish International Development Cooperation Agency’s journal *Omvärlden* which deals with development issues and international aid. His thesis is about the dialogue, or lack of dialogue, between researchers and journalists, involved in the same conflicts all over the world.

**Thomas Dillén** began his career in Swedish Television SVT, the main public service company in Sweden. These days were a golden age for innovation. There were no given authoritative points of view. Everything – and everyone – could be challenged. What appealed about Södertörn was the chance of shifting his long experience of television production and documentary films to the web.

**Christian Andersson**’s experience as a journalist comes from the working on social programmes for Swedish Radio SR. There he was able for decades to foster the public service idea, the belief that the media have a social responsibility. His work as a press attaché in Brussels and a PhD in sociology also forms part of his background.

**Magdalena Nordenson** knew that she wanted to be a journalist while she was still a girl. She has always enjoyed writing discussion articles, reportage and individual portraits. Today she also enjoys supervising and encouraging students to view their own texts professionally. During their second year the students have time to approach creative narratives and moulding public opinion in a more personal way.

**Jolin Boldt** entered the profession as a proof-reader for *Huvudstadsbladet*, the Swedish language newspaper in Helsinki. She moved from there to the newsroom. In Stockholm she was first employed by
*Invandrartidningen*, a newssheet for immigrants, and later by its successor, *Sesam*, where she became editor-in-chief.

**Cecilia Aare** has many years of experience as a reporter and cultural journalist. When she started teaching she pointed out in one of her lessons that the contents of the students’ texts were acceptable but that they had to be edited “on journalistic principles”. She did not get the message across. Today she knows what is needed. She uses selected examples – and the students’ texts – as the basis for discussion of how to tell a story and what affects readers. This naturally involves evaluating sources and ethical issues.

**University of Tartu**

**Halliki Harro Loit** began teaching in 1987. At that time most things were still decided in Moscow. Through Karlee Nordenstreng in Helsinki she stumbled across a book about ethical codes. This represented something new. Studying international media history began to interest her. Eventually it also enhanced the teaching in Tartu.

**Urmas Loit** was born in Tallin. He moved to Tartu to study journalism and established himself as a radio reporter. Later he also started teaching radio. After the award of his PhD in 1995, he became a researcher and spokesman for the private radio and television organisation. His task was to lobby and to ensure that the growing private media sector could make its voice heard in the legislative bodies.

**Aune Unt** comes from Tallin as well. She began her career as a cultural journalist but soon became involved in television. Today the television courses are a popular part of the programme. The students learn how to interview, edit and add voice overs to their contributions. In Tartu they also have to be able to use a camera.

**Marju Himma** graduated three years ago and immediately found work as a journalist for *Postimees*, Estonia’s largest newspaper. Today she divides her time between research, teaching and her own writing. The students appreciate her use of up-to-date examples. Her thesis will deal with news in the press, the field she knows best.

**Kadri Ugur** spent many years working with media literacy among young people and continued on the same path when she got a chance to
do a PhD in Tartu. Her experience as a journalist comes from the time when she was editor-in-chief of a religious journal in Finland. Her role in the programme is to deal with internships and courses on crisis and catastrophe reporting. She also teaches interview techniques.

**University of Jyväskylä**

**Raimo Salokangas** is the head of the department, does research and grades essays. As a historian he is mainly interested in press history. The project he has recently concluded deals with the life and achievements of one of *Helsingi Sanomat*’s former editors-in-chief. This newspaper was firm advocate of Finland’s defence forces.

**Epp Lauk**, professor in the department, is teaching theory and method at Master’s level at Jyväskylä. Her ambition is to develop a research setting with regular conferences and teacher exchange. She supervises all of the PhD theses at Tartu, which used to be her home town. One of her doctoral students, now in the third year, is writing about Russian journalists in Estonia. Another is dealing with construction of the “other”, the “enemy”, in texts in the press.

**Annamaija Manninen** introduces herself as the teacher who does not do research. The students are happy to encounter someone who still has contacts with the labour market. Two evening a week she makes news programmes for Jyväskylä YLE that are broadcast in central Finland. She bases her discussions with the students on this experience. They watch the news and express their own views.

**Panu Uotila** conducted his first research survey after ten years as a journalist on *Helsingi Sanomat*. In it he compared political debates in parliament with the way they were presented in the media. In the programme he is responsible for the sections on *Journalism and society* and *Evaluating news*. The thesis he is working on at the moment deals with the difference between journalism in the printed media and on-line journalism.

**Tapani Huovila** enjoys in-depth analysis of different subjects and prefers essays to short news articles. His PhD thesis is about the French Revolution and uses historical texts as its source material. He teaches part of the course on news today and deals with headlines, photographs
and layout. His students learn how to discuss visualisation and design from a journalist’s point of view.
Appendix 2
Interview guide

**Background?** (Before You started to teach... education, experience as journalist?)

**Why teach?** (From a personal point of view, what do You like most?)

**Courses?** (What do You actually do? How? Years in the institution?)

**Development in the institution?** (Ideological shifts? Examination?)

**Students?** (Your view on the application system? Marks? Interviews?)

**View on different aspects/parts of the journalism training?**

**Content/kind of journalism? Different mediaforms?**

**How to balance, or integrate, practical and more theoretical parts?**

**Ethics?** (How? Integrated in the courses?)

**Investigative journalism?** (How?)

**Dreams of the students?** (Where do they want to go?)

**View on the possibilities for the students?** (Internships - if involved..)

**Labour market – and wages?**

**Cooperation with the Industry?** (Experience - if involved.)

**Influences from representatives of the State?** (How - if involved..)

**Journalism training and the Academy? Cooperation with other subjects?**

**Contacts with professional journalists and/or their representative?**

**Professional identity?** (What do you want to stress?)
Blogging – new roles for journalists? (Positive/negative aspects?)
Market orientation? Autonomy?
Journalism education in relation to changes in the media system?
International cooperation? (If involved - any special interest?)
Appendix 3
Student survey
SURVEY TO JOURNALISM STUDENTS IN TARTU (ESTONIA), MOSCOW (RUSSIA), WARSAW (POLAND), JYVÄSKYLÄ (FINLAND) AND SÖDERTÖRN (SWEDEN).

This survey is part of a research project: Journalism Education – formation of Professional Identity in Changing Media Systems.
The aim is to investigate the training of future journalists in relation to models of journalism and professional values. The countries are chosen because they represent Media Systems and Journalistic Cultures in Transition. Each University has a strong position in respective Country.

We are not interested to compare the answers of single students but to compare students and institutions in different countries. Your answers will not be possible to identify.

We want to know how You see the role of Journalists and Journalism and your way in the new media landscape.

To answer the questions will take take You ca.30 minutes. If you want to know more about the study, please contact one of us.

Thanks for Your cooperation!

Maria Lukina
Moscow University
maria.lukina@list.ru

Marcin Łaczyński
Warsaw University
laczynski.marcin@gmail.com

Raimo Salokangas
University of Jyväskylä
raimo.salokangas@jyu.fi

Halikki Harro-Loit
University of Tartu
halikki.harro@ut.ee

Karin Stigbrand
Södertörn University
karin.stigbrand@sh.se

Gunnar Nygren
Södertörn University
gunnar.nygren@sh.se
A. Några bakgrundsfrågor:
A. Some basic questions:

1. Var studerar du journalistik?
What is your place of study:
   Södertörn  ❑
   Moscow     ❑
   Warszaw    ❑
   Tartu      ❑
   Jyväskylä  ❑

2. På vilken nivå är du i dina studier?
What is your present level in the program?
   Fil kandnivå ❑
   BA-level    ❑
   (in Moscow Specialist)
   Magisternivå ❑
   Masterlevel ❑

3. Hur gammal är du?
Your present age? .......år (years)

4. Kön?
Gender?
   Man (Male) ❑
   Kvinna (Female) ❑

5. Har du studerat andra ämnen alt. program än journalistik på universitetsnivå?
Have you studied other subjects /programs on university level besides journalism?
   Ja/Yes ❑
   Nej/ No ❑

6. Om du studerat andra ämnen alt. program, ange de tre (förutom journalistik) som du studerat längst. (max. tre)
If you have, please write the subjects - or programs - (max. three) where you have spent most time besides journalism.

............................................................
............................................................
............................................................
7. Har du arbetat som journalist innan du började din nuvarande utbildning i journalistik?  
Have you been working as a journalist before you entered your present education in journalism?

Ja, heltid  
Yes, full time

Ja, deltid  
Yes, part time

Ja, men utan betalning  
Yes, but not paid

Nej/No

8. Om du har arbetat som journalist tidigare, hur lång tid var det (räknat som heltid)?  
If you have worked as a journalist before - for how long time (estimated in fulltime)?

......... år (years) ........ månader (months)

9. Var - i vilken geografisk miljö - har du vuxit upp?  
In what kind of environment did you spend most of your childhood?

Huvudstaden/Capital
I en stor stad/Big city
I en mindre stad/Town.
På landsbygden/In the countryside (village)
Vi bodde på olika ställen/We moved around

(markera ett alternativ)  
How would you define your family background (in terms of class / profession) where you grew up? (mark one alternative)

Arbetarklass/Working class
Jordbrukare/Farmer/peasants
Medelklass/Middle class
Företagare/Enterpriser/business
Det var olika/Shifting

11. Hur var de ekonomiska villkoren i din familj/sociala omgivning?  
How were the economic conditions in your family/ social enviroment/?

Under snittet  
Below average

Genomsnittliga  
Average

Över snittet  
Above average

Mycket över snittet  
Much above average
12. Har någon av dina föräldrar eller nära släktingar arbetat... 
Has any of your parents or close relatives been...
... som journalist?
... working as journalist?
    Ja/Yes  ☐
    Nej/No  ☐

... arbetat med PR och/eller information eller andra typer av mediaarbete?
... working with PR/communication or other media work?
    Ja/Yes  ☐
    Nej/No  ☐

13. Är du intresserad av politik? 
Are you interested in politics? 
(Ge ditt svar på en skala 1-5. Give your own figure on a scale 1-5)

<table>
<thead>
<tr>
<th>Inte alls intresserad</th>
<th>Mycket intresserad</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not interested</td>
<td>Very interested</td>
<td>Don’t know</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

14. Några frågor om din motivation för studierna (svara på en skala 1-5) 
Some questions about your motivation for the studies (answer on a scale 1-5)

Jag är motiverad för att studera vid mitt nuvarande universitet....
To study in my present university...

<table>
<thead>
<tr>
<th>Inte alls motiverad</th>
<th>Mycket motiverad</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not motivated</td>
<td>Very motivated</td>
<td>Don’t know</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

För att studera journalistik...
To study journalism....

| 1 | 2 | 3 | 4 | 5 |  |

För att studera andra ämnen på universitetet...
To study other subjects in the university ...

| 1 | 2 | 3 | 4 | 5 |  |
B. Your future as a journalist

15. När blev du intresserad av att studera journalistik? (ett alternativ)
When did you become interested in studying journalism? (choose one option)

- I min barndom
- In my childhood
- I min ungdom
- In my youth
- När det var dags för att ansöka
- When it was time for application
- Jag är fortfarande inte säker på att jag vill det
- I am still not sure if this is what I want

16. Hur säker är du på att du vill arbeta som journalist efter utbildningen?
How certain are you that you want to work as a journalist after finishing the education?

- Helt säker
- Completely certain
- Ganska säker
- Fairly certain
- Osäker/ Uncertain
- I don’t want to work as a journalist
- Jag vet inte / I don’t know

17. Det finns många motiv att bli journalist. Hur viktiga är dessa för dig?
There are many motivations for becoming a journalist. How important are the following motivations for you (Give your answers on a scale 1-5)?

<table>
<thead>
<tr>
<th>Inte alls viktigt</th>
<th>Mycket viktigt</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>Very important</td>
<td>Don’t know</td>
</tr>
</tbody>
</table>

En säker anställning / To get a secure job

1  2  3  4  5
<table>
<thead>
<tr>
<th>Ett arbete med frihet och oberoende / A work with freedom and independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Att bli känd / Become well known</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Att ha ett kreativt arbete / To have a creative work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Att granska makten / To be a watchdog of power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Det är ett yrke med hög status / It is an occupation with high status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>För att möta intressanta människor / To meet interesting people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>För att delta i den allmänna debatten / To participate in public debates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Att kämpa för frihet och demokrati / To work for freedom and democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>För att det är roligt att skriva / The pleasure of writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>För att slåss mot orättvisor / To fight injustice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
### För att få en bra lön / To get a good salary

<table>
<thead>
<tr>
<th>Not important</th>
<th>Mycket viktigt</th>
<th>Vet ej</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### För att få resa / To be able to travel

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

### För att få arbeta med intressanta ämnen / To work on interesting subjects

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

### 18. Vilken typ av medium skulle du vilja arbeta med tio år efter examen?
What kind of media would be the best place for You to work ten years after graduation?
(bara ett alternativ / choose not more than one alternative)

- Lokala medier / Local media
- Regionala medier / Regional media
- Nationella medier / National media
- Internationella medier / International media
- Vet ej / Don’t know

### 19. Inom vilken typ av medier vill du helst arbeta tio år efter examen?
In what kind of media environment would you prefer to work for ten years after graduation?
(välj ett alternativ/ choose not more than one alternative)

- Dagstidning / Newspaper
- Tidskrifter / Magazine
- Nyhetsbyrå / News agency
- TV
- Radio
- Webbmedier / Online media
- Flera medieformer / A combination
- Vet ej / Don’t know
20. Vilken typ av ämnen skulle du vilja arbeta med som journalistisk specialisering? What kind of subjects would you prefer as your journalistic specialization? (Give your answers on a scale 1-5)?

<table>
<thead>
<tr>
<th>Inte intresserad / Not interested</th>
<th>Mycket intresserad / Very interested</th>
<th>Vet ej / Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konsumentfrågor / Consumer issues</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Brott och olyckor / Crime and accidents</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Kultur / Culture</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Ekonomi och näringsliv / Economy and business</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Nöje och glamour / Entertainment and glamour</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Utrikesbevakning / Foreign reporting</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Livsstilsfrågor / Lifestyle</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Politik / Politics</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Vetenskap / Science</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Sport / Sports</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Lokala frågor / Local issues</td>
<td>□ 2 3 □ 4 □ 5</td>
<td>□</td>
</tr>
<tr>
<td>Annat, vad? / Other subjects, what?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. Hur viktiga är olika områden inom journalistutbildningen för dig?  
How important to You are different areas in your journalism program?  
(Give your answers on a scale 1-5)?

<table>
<thead>
<tr>
<th>Inte alls viktigt</th>
<th>Mycket viktigt</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not important</strong></td>
<td><strong>Very important</strong></td>
<td><strong>Don’t know</strong></td>
</tr>
</tbody>
</table>

Press

Radio

TV-video

Webbjournalistik / Online publishing

Fotojournalistik / Photo journalism

Undersökande journalistik / Investigative reporting

Journalistisk etik / Ethics in journalism

Medierätt (offentlighet, tryckfrihet) / Media legislation and self regulation

Medieekonomi / Media economy

Styrning och ledning av medieföretag / Media management

PR / Communication

Journalistikhistoria / History of journalism

Forskning om journalistik / Journalism research

Praktik på medieföretag / Internship
<table>
<thead>
<tr>
<th></th>
<th>Inte viktigt</th>
<th>Mycket viktigt</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not important</td>
<td>Very important</td>
<td>Don’t know</td>
</tr>
<tr>
<td>Att kunna lyssna / Ability to listen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kreativitet / Creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effektivitet och snabbhet / Efficiency and speed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att kunna berätta en historia / To know how to tell a story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att veta vad som säljer / To know what sells</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kunskap om samhället / Knowledge of society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livserfarenhet / Life experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teknisk kunskap / Technical skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att kunna samarbeta i grupp / To cooperate in a group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att kunna kommunicera muntligt / Skills in face to face interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuell kompetens / Visual competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att kunna skriva / Writing skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att kunna gestalta multimedia / To use a multimedia platform</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
23. Vilka personliga karaktärsdrag är viktiga för en journalist?
In your opinion, which traits of character are important for a journalist?

<table>
<thead>
<tr>
<th></th>
<th>Inte viktigt</th>
<th>Mycket viktigt</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td></td>
<td>Very important</td>
<td>Don’t know</td>
</tr>
</tbody>
</table>

En vilja att uttrycka sig / A desire to self-expression

En förmåga att knyta nya kontakter / An ability to make new contacts

Medkänsla / Compassion

Charm

Nyfikenhet / Curiosity

Respekt för auktoriteter / Respect for authorities

En känsla för rättvisa / A sense of justice

Noggrannhet / Thoroughness

Att se bra ut / Good looks

Att vara korrekt / To be accurate

Att vara seriös / To be sincere

Att vara generös / To be hospitable

24. Tror du att du kommer att få jobb som journalist efter utbildningen?
Do you think you will get a job as journalist after finishing the education?
(välj ett alternativ / choose not more than one alternative)

Ja, det är jag säker på/ Yes, I am sure

Ja, jag hoppas det/ Yes, I hope so
Det kan bli svårt / It might be difficult

Nej, det blir omöjligt / No, it is impossible

Jag har redan ett jobb som journalist / I have a job as journalist already

Jag vet inte / I don´t know

25. Tror du att du kommer kunna försörja dig som journalist?
Do you think you can make a living as a journalist?
(Only one option)

Ja, inga problem/ Yes, no problem

Ja, till en viss del/ Yes, but I will need an extra job / income

Nej, jag tror inte det/ No, I don´t think so

Jag vet inte/ I don´t know

26. Vilka andra yrkesområden skulle vara intressanta för dig om du inte arbetar som journalist i framtiden?
Which other areas of employment would be of interest for you if you are not working as a journalist in the future?
(Tre alternativ max. / Three options at most)

PR och information / PR and communication management

Reklam / Advertising

Politik / Politics

Ekonomi och näringsliv / Business and economy

Kreativa yrken (författare, konstnär, filmare) / Creative occupations (writer, artist, filmcreator)

Lärare/ Teacher

Akademiker och forskare / Academic and researcher

Jag vet inte / I don´t know

Andra, vad? / Other, what?.................................................................
**C. Journalistikens roll i samhället**

**The role of Journalism in Society**

27. Journalister har olika uppgifter i samhället. Hur viktiga är följande uppgifter på en skala 1-5? Journalists have different tasks in society. How important are the following tasks on a scale 1-5?

En journalist ska...
A journalist should...

<table>
<thead>
<tr>
<th>Inte viktigt</th>
<th>Mycket viktigt</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Not important</em></td>
<td><em>Very important</em></td>
<td><em>Don’t know</em></td>
</tr>
</tbody>
</table>

| ... kritisera orättvisor / criticize injustice | 1 | 2 | 3 | 4 | 5 |
| ... säga sanningen oavsett konsekvenserna / tell the truth regardless of the consequences | 1 | 2 | 3 | 4 | 5 |
| ... se till att medieföretagen går bra / ensure that media business do well | 1 | 2 | 3 | 4 | 5 |
| ... bidra till interkulturell förståelse / contribute to intercultural understanding | 1 | 2 | 3 | 4 | 5 |
| ... vara en neutral reporter / be a neutral reporter | 1 | 2 | 3 | 4 | 5 |
| ... stå fri från olika intressen / stand free of special interests | 1 | 2 | 3 | 4 | 5 |
| ...föra fram skilda opinioner / bring forward various opinions | 1 | 2 | 3 | 4 | 5 |
| ... påverka den allmänna opinionen / influence public opinion | 1 | 2 | 3 | 4 | 5 |
| ...roa publiken / entertain the public | 1 | 2 | 3 | 4 | 5 |
...vara talesman för lokala opinioner / be a spokesman of local public opinions

1 2 3 4 5

...undersöka de som har makten / investigate the powerful

1 2 3 4 5

...stimulera nya idéer / stimulate new ideas

1 2 3 4 5

...vara en folkbildare / educate the public

1 2 3 4 5

28. Anser du att journalister i ditt land uppfyller sitt ansvar mot samhället?
Do you think that journalists in your country fulfill their responsibilities to society?
(Give your answers on a scale 1-5)?

Nej, det gör de inte
No, they don’t

Ja, det gör de
Yes, it does

Vet ej
Don’t know

1 2 3 4 5

Your comment if you’d like to add:

29. Uppfattar du några hot mot en oberoende journalistik i ditt land?
Do you see any kind of threats against the independent journalism in your country?
(Give your answers on a scale 1-5)?

Inget hot
No danger

Ett stort hot
A great danger

Vet ej
Don’t know

Politiskt inflytande i medieföretag / Political influence in media companies

1 2 3 4 5

Investerares krav på vinster / Investors’ demand for profits

1 2 3 4 5

Ägarkoncentration? / Concentration of ownership?

1 2 3 4 5
Ökat arbetstempo / Increasing work tempo
1 2 3 4 5

Utländskt ägande i medierna / Foreign ownership in media
1 2 3 4 5

Medielagstiftningen / Media laws
1 2 3 4 5

Hot mot enskilda journalister / Threats against individual journalists
1 2 3 4 5

Statligt ägande / State ownership
1 2 3 4 5

Annonsernas inflytande på innehållet / Influence of advertisers on content
1 2 3 4 5

En svag professionell etik / Weak professional ethics
1 2 3 4 5

PR och lobbyverksamhet / PR and lobbyists
1 2 3 4 5

30. Tycker du att friheten för medierna har ökat eller minskat de senaste åren i ditt land? Do you think the level of freedom for the media has increased or decreased the last years in Your country? (Give your answers on a scale 1-5)?

Den har minskat
It has decreased
1 2 3 4 5

Den har ökat
It has increased
1 2 3 4 5

Vet ej
Don’t know
1 2 3 4 5

Your comment:
31. Anser du att kvalitén i journalistiken i ditt land har ökat eller minskat de senaste åren? Do you think the quality of journalism in your country has increased or decreased the last years? (Give your answers on a scale 1-5)?

<table>
<thead>
<tr>
<th>Den har minskat</th>
<th>Den har ökat</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has decreased</td>
<td>It has increased</td>
<td>Don’t know</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Your comment:

32. Här är några påståenden om relationerna mellan journalister, deras källor och samhället. Ange på en skala 1-5 i vilken mån du instämmer i dem.
Here are some statements on the relations between journalists, sources and society. Give your opinion on a scale 1-5 if you agree or disagree with the statements.

- En journalist kan inte vara aktiv inom politik när han/hon arbetar som journalist. A journalist can not be active in politics when he/she is working as journalist.

<table>
<thead>
<tr>
<th>Instämmer inte</th>
<th>Instämmer</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Agree</td>
<td>Don’t know</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

- Det är inget problem för en journalist att också arbeta med PR och information. There is no problem for a journalist to work also in PR and information management.

| 1 | 2 | 3 | 4 | 5 | 

- En oberoende journalist är omöjlig, alla journalister kan köpas. An independent journalism is impossible – all journalists can be bought.

| 1 | 2 | 3 | 4 | 5 | 

- För en oberoende journalist är hot och påtryckningar utifrån ganska normalt. For an independent journalist, threats and pressure from outside is quite normal.

| 1 | 2 | 3 | 4 | 5 |
• Det är viktigare för en journalist att lyssna på synpunkter från sina kolleger än från publiken/läsarna.

It is more important for a journalist to listen to opinions of colleagues than of the public.

1 2 3 4 5

• Det är OK för en journalist att ta emot gåvor från källor så länge det inte påverkar det professionella arbetet.

It is OK for a journalist to accept gifts from sources as long as it does not influence the professional work.

1 2 3 4 5

• Som journalist måste man acceptera politiskt inflytande i medieföretaget och de begränsningar detta innebär för journalistiken.

As a journalist one has to accept political influence in the media company and the limits this puts for journalism.

1 2 3 4 5

33. Här är några påståenden om hur medieutvecklingen skulle kunna påverka journalistiken. Ange på en skala 1-5 i vilken utsträckning du instämmer i dem.

Here are some statements about how the media development might influence journalism. To what extent do you agree with them on a scale 1-5?

• I framtiden kan alla medborgare bli journalister och själva hitta sin information.

In the future all citizens can be journalists and find their own information.

Instämmer inte Agree
Disagree

Instämmer agree

Vet ej Don’t know

1 2 3 4 5

• Bloggar och sociala medier som Facebook kommer till en stor del att tillfredsställa behovet av information och nyheter bland publiken.

Blogging and social media like Facebook will to a great extent satisfy the need for information and news among the audience.

1 2 3 4 5
• Journalister måste lyssna bättre på vad publiken vill ha
Journalists will have to listen more carefully to what audiences want.

• Journalistik kommer att bli mer av underhållning
Journalism will be more of entertainment.

• Journalistiken kommer alltid att överleva, oberoende av i vilka kanaler den finns.
   Journalism will always survive, no matter in what channels.

34. Vad tror du om framtiden för journalistik som yrke?
What do you think about the future of journalism as a profession?

Optimistisk - yrket kommer att blomstra
Optimistic - the profession will flourish

Som idag
Like today

Pessimistisk - yrket kommer att försvinna
Pessimistic - the profession will vanish

Yrket kommer att förvandlas till andra yrken
The profession will transform into other occupations

Jag vet inte / Don’t know

Tack för din medverkan! Thank You for your participation!
Appendix 4
The Tartu Declaration 2013

Preamble
Members of the European Journalism Training Association educate or train their students/participants from the principle that journalists should serve the public by:

- providing an insight into political, economic, socio-cultural conditions,
- stimulating and strengthening democracy at all levels,
- stimulating and strengthening personal and institutional accountability,
- strengthening the possibilities for citizens to make choices in societal and personal contexts,

while:

- feeling responsible for the freedom of expression,
- respecting the integrity of individuals,
- being critical of sources and independent of vested interests,
- using customary ethical standards

-------------------------------------------

Revised Tartu Qualification Profile:
Accepted by the European Journalism Training Association/
EJTA/AGM
World Journalism Education Congress
(WJEC3) in Mechelen 3–5 July 2013

-------------------------------------------
1. The competence to reflect on journalism’s role in society

1.1 have a commitment to democratic society
1.2 know the legal and ethical framework of journalism
1.3 to be able to develop a grounded personal view of journalism
1.4 understand the values that underlie professional choices
1.5 to be able to link the local with the national and the global

2. The competence to find relevant issues and angles

2.1 know current events and their context
2.2 know the characteristics of different media
2.3 be able to determine the relevance of a subject for different audiences
2.4 be able to stimulate broad participation in debate
2.5 be able to discover newsworthy issues on the basis of in-depth research

3. The competence to organise journalistic work

3.1 be able to make a realistic work plan
3.2 be able to work under time pressure
3.3 be able to adjust to unforeseen situations
3.4 be able to organise contributions from the public
3.5 be able to work within budget limits

4. The competence to gather information swiftly

4.1 have a wide general knowledge
4.2 have a more specialised knowledge in a field
4.3 be able to find multiple perspectives on an issue
4.4 be able to evaluate sources
4.5 be able to interact with the public

5. The competence to select the essential information

5.1 be able to distinguish between main and side issues
5.2 be able to select information on the basis of reliability
5.3 be able to select information on the basis of relevance
5.4 be able to select information in accordance with the media platform
5.5 be able to interpret the selected information
6. The competence to present information in an effective journalistic form

6.1 have an outstanding linguistic competence
6.2 have a good visual competence
6.3 be able to use different types of story-telling techniques
6.4 present content in effective combinations of words, sounds and visuals
6.5 be able to make journalistic use of technology

7. The competence to account for journalistic work

7.1 have a clear idea of the required quality of journalistic products
7.2 be able to evaluate own work
7.3 be willing to take criticism constructively
7.4 be able to take responsibility for the choices made during the process
7.5 be able to take responsibility for the impact of the product

8. The competence to cooperate in a team

8.1 have good social skills
8.2 be reliable
8.3 be able to present ideas convincingly
8.4 be able to find solutions
8.5 show insight into roles and relations within a team

9. The competence to act as an entrepreneurial journalist

9.1 show initiative
9.2 understand the economic conditions underlying the profession
9.3 be able to recognize market opportunities
9.4 be able to develop new products/formats
9.5 know the practical aspects of being a freelancer

10. The competence to contribute to the renewal of the profession

10.1 be able to reflect on the future of journalism
10.2 be able to define a complex practical/professional problem
10.3 be able to adopt scholarly methods of data collection
10.4 be able to adopt trustworthy methods of analysing and processing data
10.5 be able to provide workable solutions for practical issues
Journalistikstudier vid Södertörns högskola  
Journalism studies, Södertörn University


4. Gunnar Nygren (ed.), *Journalism in Russia, Poland and Sweden – Traditions, cultures and research* (2012)


Karin Stigbrand, Senior Lecturer
School of Social Sciences
Södertörn University

Gunnar Nygren, Professor
School of Social Sciences
Södertörn University
Journalism programmes are popular; they are growing in number the world over despite an often insecure labour market. What do journalism students expect? How do they see their future as journalists? What kind of training is offered by the Academy?

This report presents journalism education in five universities, in the Baltic Sea Region, from different perspectives: the teachers and the students’ goals in relation to wishes and needs of the sector and common challenges in changing media landscapes.

The comparative project was financed by the Foundation of Baltic and Eastern European Studies in Sweden.

Interviews with teachers, as well as the student survey, were made possible thanks to the collaboration with Maria Lukina, Moscow State University; Dominika Rafalska, University of Warsaw; Halliki Harro Loit, University of Tartu and Raimo Salokangas, University of Jyväskylä.