

# Integrated journalism in Europe

... and in journalism teaching...



DANMARKS MEDIE- OG JOURNALISTHØJSKOLE

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### Some editors say:

“The attitude and the curiosity is more important than everything.  
We need young journalists with good technical skills for reporting, who can tell stories – the rest is just add-ons.”

”I am looking for journalists who are curious about society, and who want to tell stories.  
Journalists who want to explore the technology and expand their skills, and be experimental in the newsroom.”

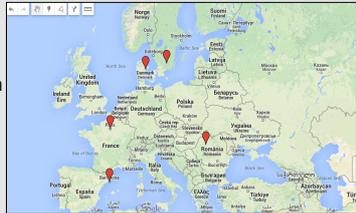
### It was not from our research, it was from this morning:

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We need young journalists with good technical skills for reporting, who can tell stories – the rest is just add-ons.”  
*Radio New Zealand CEO Paul Thompson,*

”I am looking for journalists who are curious about society, and who want to tell stories.  
Journalists who want to explore the technology and expand their skills, and be experimental in the newsroom.”  
*Fairfax Media Group Executive Editor Sinead Boucher.*

### European education project on integrated journalism.

Universitat Pompeu Fabra  
Babeş-Bolyai University  
Université Paris 8  
Linnäus Universitet  
Danish School of Media and Journalism




- He has the ability to **work cross-platform** and control the news production, coverage and edition process with any tool that can be carried in a backpack. Every time he uses **the appropriate language for each media.**
- Despite having a predominant media he is able to produce, write or edit efficiently for any of them.

**Who is an "integrated journalist"?**



## What is being "integrated" – on which platforms?

Integration of text, sound, video, photos, soundslides, interactive graphics, social media...

Starting point: Digital platform for news journalism

(we do not distinguish between tablets, smartphones, laptops etc her)



## Integrated Journalism

What is state-of-the-art?

Where are we heading?

How can we teach it?

### First step:

Map journalism education all over Europe:

<http://integratedjournalism.upf.edu/interactivemap>



### Second step:

National interviews in 5 countries:

What do **heads of news desk** think?

And **researchers**?

And the **heads of department of journalism**?

And **people like you guys**, teaching the students?

## Some significant answers:

### Heads of news desks:

The constant process of re-structuring the education.

*"Keep focus on the target" – education, professionalism, integrity*

### Editors:

It's a mental journey (even for the new generation).

*"We still see newly graduated journalists with dreams of writing for newspapers I."*

## More answers:

### Researchers:

The multiskilling/deskilling dilemma

*Tech-knowledge*

*vs journalistic methods*

*vs in-depth knowledge*

New challenges for media research

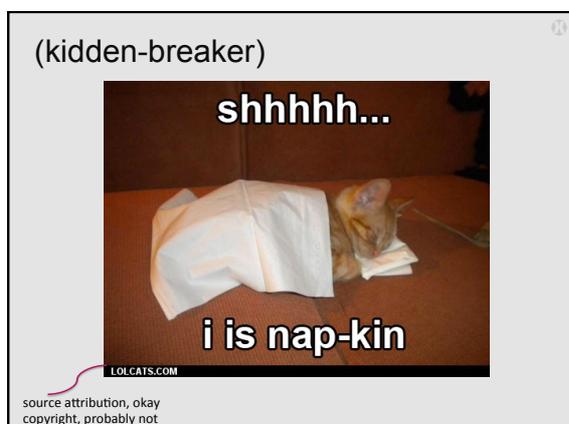
*Big data, log-analysis, computer science...*

*... plus old methods, e.g. ethnographic field analyses*

### And the teachers:

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

Digital specialists and programming skills are needed.



### Recommendations from Danish findings:

You can't be a star at everything.

*Need for those who can work in multiple formats, quickly, accurately.*

*Need for those really-really proficient in a field or with a medium.*

*"We do not need the middle group."*

Handle the gear of today

*... and imagine what devices can do tomorrow.*

The user platform is a moving target

*The smartphone will disappear – and be replaced by smth even more mobile, portable, movable, pervasive. - deal with it!*

Co-operate with other professions

*- as we always did – now it's with new professions*

### Recommendations from European report – and questions for you?

Develop training for cross-media and collaborative

*What do we need? equipment, methods, partnerships.*

Norms and principles – journalistic identity

*New ethics, new deontology? Iphone, 4G, GPS – old norms vs new platforms?*

Collaboration with new providers of content, NGOs, social networks, individuals.

*How to handle content, interfaces, agreements, independence?*

Teach new business models, entrepreneurship.

*Are we doing so? Do we want to? Can we teach it?*

### Third step:

Specifying recommendations, making them useful for journalism teachers all over Europe (if they want).

A: Best practice examples, 'model courses'.

B: Tips & tricks for specific teaching tasks.

### We are smart and clever, because:

1.  
We asked those who know the most, if not everything, about the media world and the media market.

2.  
It seems that there is full and wide knowledge about how news is being produced.

### Ooops...

~~We asked those who know the most, if not everything, about the media world and the media market.~~

i.e.:

*We asked those whom we know, the old ones... the past.  
We did not ask the young ones, the new ones... the future.*

~~It seems that there is full and wide knowledge about how news is being produced.~~

but:

*Very few studies investigate the audience.  
We do not know how the news is perceived.  
Or how it is used.  
Or if news 'works'.*

## Q & A?

### **More here:**

The project: <http://integratedjournalism.upf.edu>

Danish report: <http://bit.ly/ijie-danish>

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