

# JOURNALISTIC ROLES, VALUES AND QUALIFICATIONS IN THE NETWORK ERA

HOW JOURNALISM EDUCATORS AROUND THE GLOBE  
VIEW THE FUTURE OF JOURNALISM

Nico Drok  
Rolien Duiven

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## 1. FOREWORD

One of the premises of the study that lies before you is that societies cannot function properly without the existence of professional journalists that guarantee “a truthful, comprehensive and intelligent account of the day’s events in a context which gives them meaning” (Hutchins, 1947). Journalists should serve the public by providing a solid insight into important political, economic and socio-cultural conditions, by strengthening an open and respectful public conversation, by being critical of sources and independent of vested interests, while using high ethical standards.

The professional attitude, knowledge and skills that are needed for such journalism are not present at birth, but can only be obtained through solid education. Regardless the specifics of national contexts, what journalism schools teach is usually led by the envisioning of an ideal journalism of the future. There is a good rationale for such an orientation: preparing students for decades to come requires a certain level of normative imagination of a desired future, hoping what students get now will in a long run improve journalism practice, enrich the quality of information produced and overall contribute to the workings and wellbeing of society.

This publication presents the results of the first global survey of journalism educators’ views on the future of the profession. This survey has been carried out under the auspices of the World Journalism Education Council (WJEC) and with the help of many of its members. WJEC is a coalition representing academic associations worldwide that are involved in journalism education at the higher level. By bringing organizations from six continents together, WJEC provides a common space for journalism educators from around the world to focus on issues that are universal in the field.

As a global organization, WJEC is characterized by diversity. The thirty associations that are member of WJEC, and the various countries and institutions they represent, differ in many ways. They have, for instance:

- different cultures and languages;
- different historical backgrounds;
- different political backgrounds;
- different socio-economic conditions;
- different educational goals and traditions;
- different types/sizes of educational institutions.

They also differ with regard to the media system in which they have to operate (Dimitrova, 2021) and in their views on journalism’s role in society. Traditionally, in the Western world the role of journalism has always been strongly attached to the notion of democracy and the separation of powers. In parts of Asia, Africa and Latin America other roles are emphasized, for instance the role to assist in nation building or to facilitate social change, which might result in a less adversarial role towards government and in a more mobilizing role towards the

public (Hanitzsch, Hanusch, Ramaprasad & De Beer, 2019; Standaert, Hanitzsch & Dedonder, 2021; cf. Christians, Glasser, McQuail, Nordenstreng & White, 2009).

Despite all the differences between global regions and countries, journalism educators around the world seem to face the same kind of educational dilemma's. For instance with regard to:

- *Concept*: are we educating journalists or media-workers? Do we use a narrow or broad concept of journalism?
- *Expertise*: are we educating to do journalism or to study journalism? Should the curriculum be built around skills or around reflection?
- *Focus*: are we educating for a profession or training for a job? Should we focus on the needs and interests of society or on the needs and interests of the news industry?
- *Mission*: should we be realistic or idealistic? Do we aim at journalism as it actually develops or as we would wish it to develop?

These kind of questions are a shared challenge for journalism educators around the globe. The way they are dealt with is influenced by normative views of journalism educators on the future role of journalism in society. Normative views do not primarily refer to actual daily practice; they refer to professional aspirations as to how journalism and journalists are supposed to contribute to society. Research indicates that there is a higher level of worldwide consensus between journalists with regard to normative roles than with regard to the actual roles journalists perform in real day-to-day practice, given the limitations and pressures within which they have to do their jobs. There appears to be a widely shared ideology among professional journalists around the world, indicating “a broad normative consensus on journalism’s place in the fabric of social institutions” (Standaert et al., 2021, p.14).

This raises the question whether or not such a ‘broad normative consensus’ is shared by journalism *educators* too, as they shape the role conceptions and role enactments of future generations of journalists. In order to shed light on that question, our research is based upon a standardized set of statements about journalistic tasks, attitudes, ethics, trends and qualifications. These questions resemble the ones that are used in similar global research, such as the ‘Worlds of Journalism Study’ (Hanitzsch et al., 2019) or ‘Journalism Students around the Globe’ (Mellado & Hanusch, 2017).

The research is carried out by Windesheim Media Research Centre, Zwolle (Netherlands). We hope that this research report can shed some light on how journalism teachers view the future of a profession in transition.

Nico Drok  
Rolien Duiven

## 2. INTRODUCTION<sup>1</sup>

The changing context of professional journalism, in essence a transition from a sender-oriented mass media model to a public-oriented network model, brings many challenges for 21<sup>st</sup> century journalism to the forefront (Drok, 2017; cf. Dimitrova, 2021; Kovach & Rosenstiel, 2021). This transition is still in progress, but there can be little doubt that the role of journalism in society as well as the required journalistic qualifications (attitude, skills, knowledge) will be altered by the new infrastructural reality.

In large parts of the world, professional journalism has left its golden age. After several decennia of prosperity and growth in circulation, viewers and listeners and in advertisement turnover, professional journalism finds itself confronted with a profoundly uncertain future. It has arrived at a crossroads: can it move to 'digital' and after that continue business as usual, or is a turn into some new direction required? Is it enough to renew the technological *means* that journalism needs to do its job, or do we also need to rethink the *goals* of journalism?

During the past decade, many studies that consider journalism as being 'disrupted' (Nieman Reports, 2012) have appeared. They suggest that professional journalism needs to be 'reconstructed' (Downie & Schudson, 2010), 'rethought' (Peters & Broersma, 2013), 'reinvented' (Waisbord, 2013), 'rebuilt' (Anderson, 2013), 'reconsidered' (Alexander, Breese & Luengo, 2016) and 'rethought again' (Peters & Broersma, 2017). Ten years earlier, in the period that started with the birth of Web 2.0, the idea grew that "the people formerly known as the audience" (Rosen, 2006) would take over control of the media and a new era had arrived: the era of "we, the media" (Gillmor, 2004). Social media were believed to turn the gatekeeper role of the so-called 'traditional' media obsolete.

This kind of optimism about the potential of citizen journalism has gone again (cf. Quandt, 2018). The spread of disinformation, misinformation and malinformation (Ireton & Posetti/UNESCO, 2018) have strengthened the conviction that we still need professional journalists that serve the public by:

- providing a truthful insight into important political, economic and socio-cultural conditions;
- stimulating and strengthening an open and respectful public conversation;
- supporting citizens to make choices in societal and personal contexts (cf. EJTA, 2020).

These are tasks for independent and reliable professionals and should not be given in the hands of amateurs. However, the profession that has to guarantee relevant and trustworthy information finds itself in a double crisis: a financial crisis and a functional one.

The *financial* crisis concerns the diminishing reach of paid-for mainstream news media. The interest of the public in professionally produced news is going down, especially among young

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<sup>1</sup> This Introduction contains parts of the book chapter 'Innovation' by Nico Drok, in Rupar, V. (2017). *Themes and Critical Debates in Contemporary Journalism*. Cambridge Scholars Publishing.

people. This often goes hand in hand with a decreasing willingness to pay for news, which clearly is threatening the existence of mainstream news media, especially those in the private sector (Splichal & Dahlgren, 2016).

The *functional* crisis is also about a diminishing reach, but on a deeper level. It concerns the declining relevance and meaning of journalism for various groups and communities in society. This crisis can lead to a widening gap between journalism and the public, as a growing number of people might feel they are not adequately represented in the news. This can contribute to a diminishing trust in the profession (cf. Ryfe, 2017).

Blumler (2011, p. xv) has interpreted the two crises as follows: *“One is a crisis of viability, principally though not exclusively financial, threatening the existence and resources of mainstream journalistic organisations. The other is a crisis of civic adequacy, impoverishing the contributions of journalism to citizenship and democracy.”*

Within the news industry, these two crises are not always clearly distinguished. They are often seen as one and the same crisis. As a consequence, the causes of *both* crises are considered to be of a technological or economic nature. Therefore, also the solutions for both crises are looked for in the techno-economic sphere. This might work for the financial crisis, but it is not enough to deal with the functional one. What is lacking is a thorough reflection on the roles and values of professional journalism. What is needed is serious attention for the too often missed cultural component in explanations of the current crisis facing news, democracy and journalism in an age of digital media (Franklin, 2016). To understand the importance of this cultural component, we should first consider the social field of public information and communication in which the professional culture of journalism could develop in the 20<sup>th</sup> century: the mass media model.

### ***Professional culture in the mass media model***

The mass media model is based on a number of specific conditions, such as a rising level of education, growing incomes and increasing leisure time. Such conditions are favourable for the emergence of a mass audience. Next, new printing and broadcasting techniques are needed to make large-scale production and distribution of news possible. Applying these techniques can in turn function as a barrier to enter the news sector and heighten the level of concentration in the news industry. Within the mass media model, professional journalism becomes a monopolistic supplier of a wanted and scarce good, that is difficult to copy-paste and often well-protected by copyright.

These circumstances – mass audience, monopoly, scarcity – have had a positive impact on journalism in terms of turnover and growth. The mass media model has in many countries been the basis for the ‘golden age’ of journalism, the period of exceptional growth in the news industry during the second half of the 20<sup>th</sup> century. Picard (2013) has calculated that real

income has grown with 300 percent between 1950 and 2000. This translated into a substantial growth of jobs.<sup>2</sup>

The current culture of professional journalism has strong roots in this successful era, most strongly but not exclusively in the Western part of the world. Over the years consensus grew about the core values of professional journalism, the *trias journalistica*: autonomy, objectivity and immediacy (cf. Deuze, 2005a; Willnat, Weaver & Wilhoit, 2017; Hanitzsch & Vos, 2018). Autonomy was seen as a necessary condition for practicing journalism free from hindrance, limitation or manipulation. Objectivity was about applying proven methods in order to be able to offer well-balanced and accurate information. Immediacy was seen as indispensable for the fast dissemination of news about important events and issues, what most professionals see as the core of their journalistic work. These three interrelated values have to a large extent defined the relation of professional journalism to three central concepts: power (autonomy), reality/truth (objectivity) and time (immediacy) (cf. Ahva, 2010). They set professional journalism apart from public relations, fiction or propaganda (cf. Kovach & Rosenstiel, 2021).

In the successful second half of the 20<sup>th</sup> century the professionalization of journalism advanced, for instance through codification and the increase of the number of institutes for professional schooling in journalism. This reinforced the emancipation of journalism and contributed to the professional quality of journalistic work. However, a professionalization process can have its downsides. As the process advances, professional values and norms can become relatively autonomous and the profession can alienate itself to a certain extent from the rest of society (cf. Aldridge & Evetts, 2003).

At the end of the century, many feared that in professional journalism such an alienation process was going on. "*Critics in and out of journalism agreed that journalists, like any other professional group, could become a conspiracy against the public*" (Schudson, 1999, p.121). The connection between professional journalists and their audience seemed to be weakening and the bulwark-character of newsrooms strengthened. Autonomy evolved in the direction of a desire for full professional autonomy which included stronger detachment from the public. Objectivity evolved into the direction of the belief to be a mirror of reality and truth, which included claiming neutrality. Immediacy evolved in the direction of a thirst to be first, which included a growing emphasis on getting scoops. Many professional journalists became devoted to the role of the neutral mirror of reality, whose main task is to spread information as fast as possible (cf. Hanitzsch, Hanusch, Ramaprasad & De Beer, 2019).

The direction in which the colouring of the *trias journalistica* tended to evolve – detachment, neutrality claim, scoop driven – contributed to widening the gap between the profession and the public. As Steele noted at the end of the 20<sup>th</sup> century: "*The creation of a professional class*

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<sup>2</sup> For instance: in my country (The Netherlands) the number of professional journalists grew ten times as fast as the general population between 1960 and 2000 (450 % against 45 %).

*of journalists may have produced an alienation between journalism and the public” (1997, p. 164). This is problematic for a profession that legitimizes itself on the basis of its social function and its claim to act on behalf of the public.*

### ***Journalism in the network model***

In the first two decades of the 21<sup>st</sup> century, the societal context in which professional journalism operates has changed in many respects. These changes are manifold and sometimes contradictory, but they can – with some good will – be summarized as a transition from a mass media model to a network model of information and communication. As said before, in the context of the mass media model, professional journalism has been very successful. At the turn of the millennium this starts to change, as three important pillars of this model – mass audiences, monopoly, scarcity– begin to erode.

Mass audiences are subject to a process of fragmentation, which requires a stronger focus on communities and target groups that prefer interaction to top-down, one-way communication. The monopoly of the news industry is challenged. Many new news suppliers enter the market and many news sources bypass professional journalists and turn to the public directly. The scarcity of news is coming to an end, partly because of the increase of the number of news suppliers, but also because digitalization makes it so much easier to copy-paste and share news. Information has the habit of doubling when it is shared, unlike most other economic goods. As a consequence, news is becoming abundant and is increasingly seen as something you get for free, especially among the younger generations.

The evolving network model requires a new interpretation of core values of professional journalism, such as autonomy, objectivity and immediacy (see Figure 2.1.).

Obviously, professional autonomy remains indispensable whenever sources try to influence reporting or when the state or the market tries to suffocate journalism’s freedom of investigation and expression. However, an autonomous and detached attitude with respect to the *public* should be replaced by an openness to connect and cooperate.

Obviously, objectivity in method (valid, accurate, fair) must remain a distinguishing feature of professional journalism. However, the claim that the *outcome* of journalistic work is a neutral and objective representation of reality is difficult to maintain. It is replaced by being transparent about the many choices that were made in the process and by including various perspectives on an issue, as the new basis for establishing credibility and trust.

Obviously, immediacy will remain a defining characteristic of news, as the public wants to be able to continuously monitor the world that surrounds them. However, ultimately, much of the fast news will be automated or taken over in other ways, and professional journalists should focus on slower forms of journalism, aimed at verification, investigation and problem-solving.

**Figure 2.1.** From Mass Media Model to Network model

<b>20<sup>th</sup> Century</b> <i>Mass Media Model</i>	<b>21<sup>st</sup> Century</b> <i>Network Model</i>
<p><b>Infrastructure:</b> <i>Disseminative</i></p> <ul style="list-style-type: none"> <li>- Mass audiences</li> <li>- News Monopoly</li> <li>- Scarcity</li> </ul>	<p><b>Infrastructure:</b> <i>Interactive</i></p> <ul style="list-style-type: none"> <li>- Communities</li> <li>- Many news suppliers</li> <li>- Abundance</li> </ul>
<p><b>Journalism Culture:</b> <i>Sender-oriented</i></p> <ul style="list-style-type: none"> <li>- Autonomy/Detached</li> <li>- Objectivity/Neutral</li> <li>- Immediacy/Scoop-focused</li> </ul>	<p><b>Journalism Culture:</b> <i>Public-oriented</i></p> <ul style="list-style-type: none"> <li>- Cooperation/Dialogue</li> <li>- Transparency/Multi-perspective</li> <li>- Contextual/Solution-focused</li> </ul>

The fundamentally changing context of professional journalism, summarized by the transition from the mass media model to the network model, is an extensive and complex process that takes different paths and paces in different regions. It raises important questions for 21<sup>st</sup> century journalism everywhere. How to stay connected with the public? How to be of value in an environment where news is abundant and concentrated attention is scarce? How to develop a journalism that enables communities to come to grip with their problems? How to deal with important long-term issues in a way that offers the public new perspectives instead of more disillusion? These kind of challenges are difficult to meet if journalists consider themselves mainly as neutral mirrors of reality whose main task is to spread information as fast as possible (as many still do, according to the role perception studies that are carried out around the world; cf. <http://www.worldsofjournalism.org/>).

The network society needs journalism with a new sense of purpose. Over the past years, we have seen the emergence of many labels that try to grasp the new direction that journalism might take. To mention a few: communitarian journalism, conversational journalism, engaged journalism, participatory journalism, interactive journalism, reciprocal journalism, constructive journalism, solution-oriented journalism, community journalism, citizen-based journalism, slow journalism, conciliatory journalism, conflict-sensitive journalism, care journalism. All of these express a need for innovation of journalism’s *culture*. However, trying to change a professional culture is a difficult and complicated endeavour, which takes patience and time. Here lies an important task for journalism education.

## ***Renewing journalism through education***

As stated before, during the second half of the 20<sup>th</sup> century, journalism was doing well in large parts of the world. The main task for educators was to closely follow the rather successful news industry by teaching students the tricks of the trade, together with some reflection on journalism's role in society and knowledge about political, social, economic and cultural issues. Being in this 'follower mode' was a rather comfortable position.

At the end of the century things started to change and nowadays news media organizations and scholars alike worry about the future of professional journalism. For journalism education the status quo in the news industry can no longer serve as the indisputable point of reference. The function of journalism in society is changing and therefore journalism schools can no longer focus on journalism as it is today. They have to look beyond the status quo and develop a normative vision on the future role of journalism in society (cf. Zelizer, 2017; Creech & Nadler, 2018). As Christians, Glasser, McQuail, Nordenstreng and White noted: "*At issue is not only what is the role of journalism in society but above all what this role should be. Such a perspective of the media's mission in democracy leads us to a normative level – beyond factual landscapes toward values and objectives*" (2009, p. vii).

Journalism schools have to become centres of reflection and they need to change from a *follower* strategy to an *innovator* strategy (Deuze, 2006). A key concept in that strategy is that of the 'reflective practitioner'.<sup>3</sup> In this concept, two traditions within journalism education come together: on the one hand the academic tradition, aimed at reflection and research on a meta level, on the other hand the vocational tradition, aimed at mastering practical skills and knowledge on the executive level.

Journalism education can be perceived as a way "*in which society can intervene to influence the development of journalism*" (Curran, 2005, p. xiv). The current transition to a network society requires such an intervention, since journalism is of central importance to contemporary society and its future cannot simply be left to its current producers alone (McQuail, 2013). Teachers play a pivotal role in the process of redefining the concept of innovation in such a way that it – as a rule – includes the culture (values and roles) of professional journalism. They have to pave the way for a journalism that fits the network model, not only in terms of technology and economics, but also in terms of professional values and roles.

Professional culture is at the heart of this research. It aims at clarifying the views of journalism educators on the most important elements of the culture of journalism: its roles, its values and its qualifications. In the following chapters, the outcomes of a global survey among journalism educators about their views on these issues are presented.

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<sup>3</sup> The term 'reflective practitioner' became popular through the work of Schön (1983).

### 3. RESEARCH QUESTION AND METHOD

What people consider as good journalism varies by place and time. What is seen as good journalism in Australia might differ from the view in Nigeria. What is seen as good journalism in 1980, might differ from the view in 2020. Good journalism is not like a statue that will never change after completion; it is like a garden that needs regular care, influenced by alterations in the environment.

The environment of professional journalism is changing due to socio-cultural, political, technological and economic developments. This change has been described (Chapter 2) as a transition from a sender-oriented mass media model to a public-oriented network model of societal information and communication. The role of journalism as well as the required qualifications will have to be reconsidered in a rather fundamental way.

As stated in the previous chapter, journalism education plays a crucial role in this process. Professional culture is at the heart of this research. It aims at clarifying the views of journalism educators on the most important elements of the culture of journalism: its roles, its values and its qualifications. The central question of our research is:

#### ***How do journalism educators around the globe view the future of journalism?***

In order to shed light on that question, our research is based upon a standardized set of statements about journalistic tasks, attitudes, ethics, trends and qualifications. These questions resemble the ones that are used in similar global research, such as the 'World of Journalism Study' (Hanitzsch et al., 2019) or 'Journalism Students around the Globe' (Mellado & Hanusch, 2017).

The questions are aimed at the normative views of journalism educators, on what should be the tasks and so on in ten years from now. As mentioned before, there is a rather high level of consensus among professional *journalists* across the globe when it comes to *normative* views. Our data can shed light on the question if the same goes for journalism *educators* around the globe; to what extent there are similarities and differences between regions/countries worldwide.

### 3.1. Data collection

The data that are used in this study are collected through an online questionnaire, using the Check Market Survey Tool ([www.checkmarket.com](http://www.checkmarket.com)). In total, 12 member associations of the World Journalism Education Council (WJEC) participated, representing journalism departments/schools in 46 countries from across the globe. For each of these member associations, a contact person was appointed.

The official start of the data collection was on January 7<sup>th</sup> 2021. On that date, the contact persons were asked to forward an email with the invitation to participate and the link to the questionnaire to as many journalism educators in their global region as possible. The deadline for filling in the questionnaire was February 28<sup>th</sup> 2021, 24.00h CET. Due to summer holidays in the southern hemisphere, the link to the questionnaire became already operational on December 1<sup>st</sup>, 2020. The response was measured on a daily base. On February 8<sup>th</sup>, February 15<sup>th</sup>, and February 22<sup>th</sup>, contact persons were informed about the response of their region and were asked to send out reminders. The response timeline can be found in Figure 3.1.

**Figure 3.1.** Response timeline



### 3.2. Questions

The questionnaire has been available in English, French, Portuguese, Chinese, and Russian. When clicking the link to the questionnaire, respondents first landed on a language selection page. The questionnaire contained 19 questions in total (see Appendix I). The main questions<sup>4</sup> were about 5 issues:

1. Journalist tasks (18 items; e.g. 'Get information to the public quickly');
2. Attitudes (12 items; e.g. 'Be a detached observer');
3. Ethics (16 items on disputable practices; e.g. 'Accept money from sources');
4. Trends (10 items on possible future trends; e.g. 'More about long term issues and less about the events of the day');
5. Qualifications (22 items taken from the EJTA Tartu Declaration; e.g. 'Be able to evaluate sources').

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<sup>4</sup> The items from the questions about tasks, attitudes, ethics, trends, and qualifications were the same as from the European study on Roles, Values, and Qualifications: Drok, N. (2019). *Journalistic Roles, Values and Qualifications; How European journalism educators view the future of a profession in transition*. Zwolle/Mechelen: Windesheim/EJTA. Available as a PDF at [www.ejta.eu/publications](http://www.ejta.eu/publications).

On the basis of the items about journalistic tasks and attitudes, four journalistic roles were constructed, using a factor analysis. (See Chapter 7.)

### **3.3. Data cleaning**

In total, 2017 respondents started answering the questionnaire. To be able to work with data that are as reliable as possible, the data were cleaned. First of all, the answers of 304 respondents were deleted, because they stopped filling in the questionnaire before the first substantive question. After that, the respondents with a response time of <300 seconds were analyzed. Subsequently, another 17 respondents were deleted, because they filled in the questionnaire using a very limited amount of time and with no variation in their answers. After the removal of these respondents, there were 1696 respondents left as the basis for our analyses. These respondents were grouped into eight global regions. Respondents from Greece, Ireland, Netherlands, Portugal, Belgium, France and Romania ( $N=59$ ) were excluded because they were not representative for a cohesive European region. In the next chapter we will discuss the response and the background characteristics of the respondents in more detail.

Subsequently, in chapters 5 to 12, the global results of the research project will be presented, followed by the results by region in chapter 13. Finally, chapter 14 contains the main conclusions of this research project.



## 4. BASIC DATA

### 4.1. Response

In total, over 2000 journalism educators around the globe started the questionnaire. After cleaning the data there were 1696 respondents remaining. They come from 46 different countries, although almost twenty of these countries are represented by only 1 or 2 respondents. China, Russia, Asia Pacific, Brazil and USA are represented by about 200 or more respondents (Table 4.1.1.).

**Table 4.1.1.** Geographical spread of the responding teachers by country

Where is your institute located?			
<b>CHINA</b>	<b>291</b>	<b>LATIN AMERICA VARIOUS</b>	<b>3</b>
<b>ASIA PACIFIC</b>	<b>239</b>	<i>Chile</i>	2
<i>Bangladesh</i>	28	<i>Mexico</i>	1
<i>Bhutan</i>	13	<b>USA</b>	<b>217</b>
<i>Cambodia</i>	2	<b>CANADA</b>	<b>113</b>
<i>India</i>	28	<b>EUROPE NORDIC COUNTRIES</b>	<b>115</b>
<i>Indonesia</i>	26	<i>Denmark</i>	31
<i>Laos</i>	1	<i>Finland</i>	30
<i>Malaysia</i>	15	<i>Iceland</i>	4
<i>Myanmar</i>	15	<i>Norway</i>	21
<i>Philippines</i>	44	<i>Sweden</i>	29
<i>Sri Lanka</i>	18	<b>EUROPE VARIOUS</b>	<b>5</b>
<i>Taiwan</i>	2	<i>Greece</i>	1
<i>Thailand</i>	39	<i>Ireland</i>	1
<i>Vietnam</i>	8	<i>Netherlands</i>	2
<b>RUSSIA</b>	<b>199</b>	<i>Portugal</i>	1
<b>NIGERIA</b>	<b>58</b>	<b>AUSTRALIA</b>	<b>42</b>
<b>SOUTH AFRICA</b>	<b>44</b>	<b>NEW ZEALAND</b>	<b>17</b>
<b>AFRICA VARIOUS</b>	<b>10</b>	<b>FRENCH SPEAKING COUNTRIES</b>	<b>70</b>
<i>Congo</i>	1	<i>Belgium</i>	32
<i>Egypt</i>	1	<i>France</i>	16
<i>Ethiopia</i>	2	<i>Maroc</i>	13
<i>Malawi</i>	1	<i>Madagascar</i>	2
<i>Mauritius</i>	1	<i>Ivory coast</i>	1
<i>Zambia</i>	1	<i>Romania</i>	6
<i>Zimbabwe</i>	3		
<b>BRAZIL</b>	<b>273</b>		
		<b>Total</b>	<b>1696</b>

For the sake of clarity , the respondents were grouped into eight global regions: 1. North America, 2. South America, 3. Europe Nordic, 4. Russia, 5. China, 6. Asia pacific, 7. Oceania and 8, Africa. Table 4.1.2. shows how the various countries were formed into these regions.

In the analysis, the European respondents – except for the Nordic group – were excluded: Europe various, Belgium, France and Romania (N=59). Respondents from Belgium, Romania and France came in as representatives from the network of French speaking countries. The five other respondents from Europe cannot be seen as representative for the region. Europe as a whole has been the subject of an earlier study, in which 1193 teachers from 28 European countries participated.<sup>5</sup>

**Table 4.1.2.** Geographical spread of the responding teachers by region

Region	Countries/regions	N	%
North America	USA, Canada	330	20,2%
South America	Brazil, Latin America various	276	16,9%
Europe Nordic	Europe Nordic Countries	115	7,0%
Russia	Russia	199	12,2%
China	China	291	17,8%
Asia Pacific	Asia Pacific	239	14,6%
Oceania	Australia, New Zealand	59	3,6%
Africa	Nigeria, South Africa, Africa various, Maroc, Madagascar, Ivory Coast	128	7,8%
<b>Total</b>		<b>1637</b>	<b>100,0%</b>

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<sup>5</sup> Drok, N. (2019). *Journalistic Roles, Values and Qualifications; How European journalism educators view the future of a profession in transition*. Zwolle/Mechelen: Windesheim/EJTA. Available as a PDF at [www.ejta.eu/publications](http://www.ejta.eu/publications).

**4.2. Background characteristics**

This paragraph gives an overall description of the responding journalism teachers around the globe. “Journalism teachers” is defined as all educators/trainers at an institution for higher journalism education, regardless of the subject they are teaching, the size of their teaching job or the nature of the institution (academic university, university of applied science, college). The journalism teachers are described on the basis of standard background characteristics. Most questions about background characteristics were at the end of the questionnaire, which explains that the number of respondents on these questions is lower than average. In the following chapters associations between these characteristics and views of teachers on tasks, attitudes, ethics, trends and qualifications are examined.

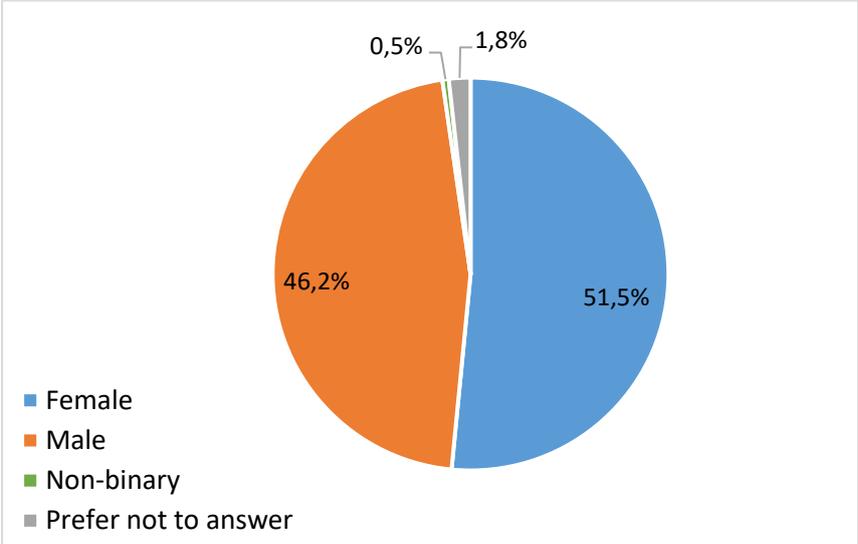
**4.2.1. Gender**

The first background characteristic is gender. Table 4.2.1. and Figure 4.2.1. show that a slight majority of responding teachers are female: 51,5%, against 46,2% males. Next to that 8 respondents answered ‘non-binary’ and 27 respondents preferred not to answer the question. As the question about gender was situated at the end of the questionnaire, the number of respondents is only 1533.

**Table 4.2.1.** Frequencies of Gender

Gender	N	%
Male	708	46,2%
Female	790	51,5%
Non-binary	8	0,5%
Prefer not to answer	27	1,8%
<b>Total</b>	<b>1533</b>	<b>100,0%</b>

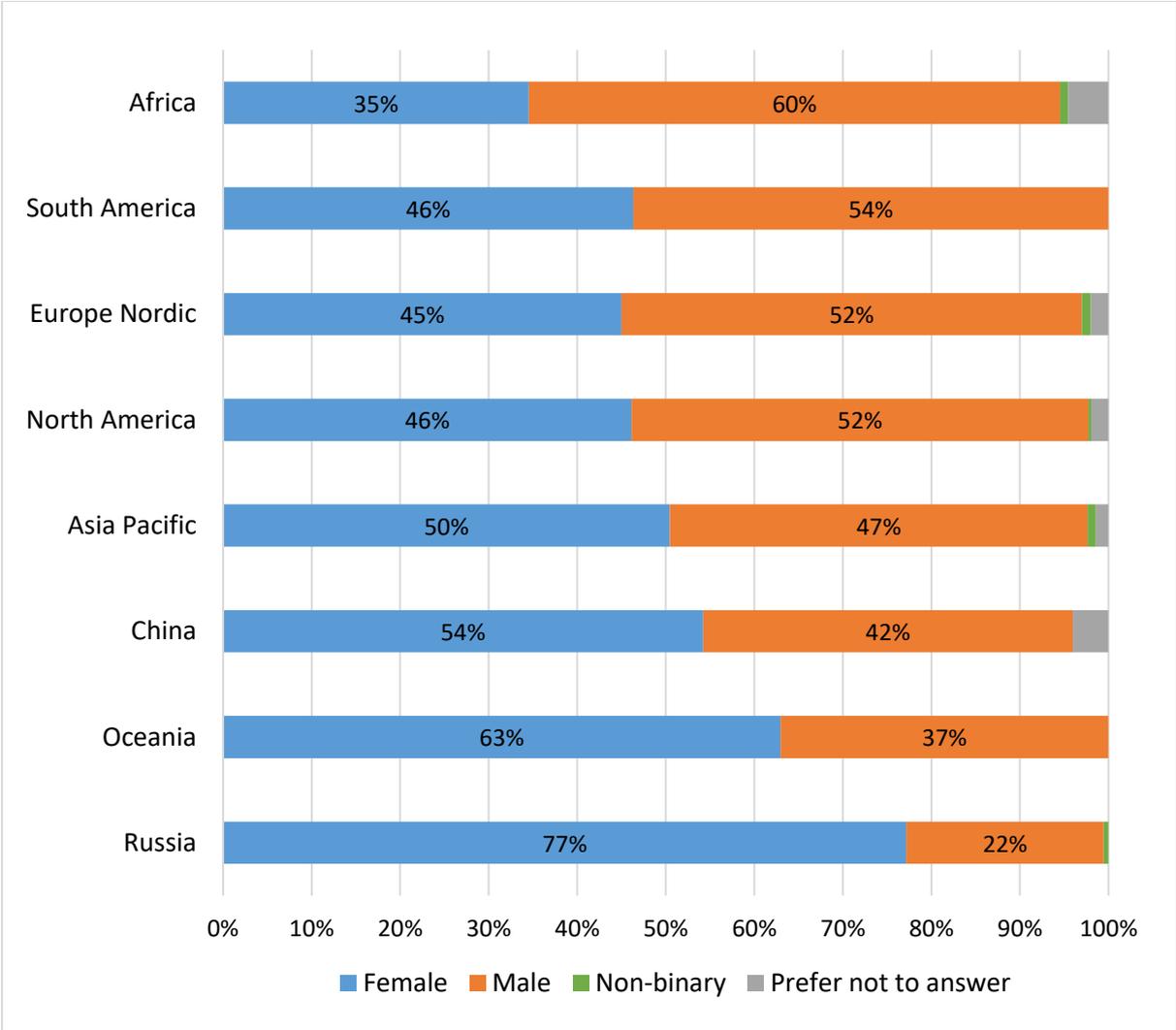
**Figure 4.2.1.** Frequencies of Gender



There are rather huge differences with regard to gender between the distinguished regions. The percentage of female teachers ranges from 35% in Africa to 77% in Russia. Next to Russia, female teachers are a majority in Oceania (63%), China (54%) and Asia Pacific (50%). Male teachers are a majority in Africa (60%), in Nordic Europe (52%) and in North (52%) and South (54%) America (Figure 4.2.2.).

Undoubtedly, there are various explanations for these differences. For instance, it might depend on the measure in which the news industry and the journalistic profession itself are seen as a predominantly male or female activity. Or if the study of journalism originates from a linguistic or socio-political discipline. Our research did not investigate these or other explanations, but it will go into the impact of gender on the various key topics in the next chapters.

**Figure 4.2.2.** Frequencies of Gender, by Region



#### 4.2.2. Age

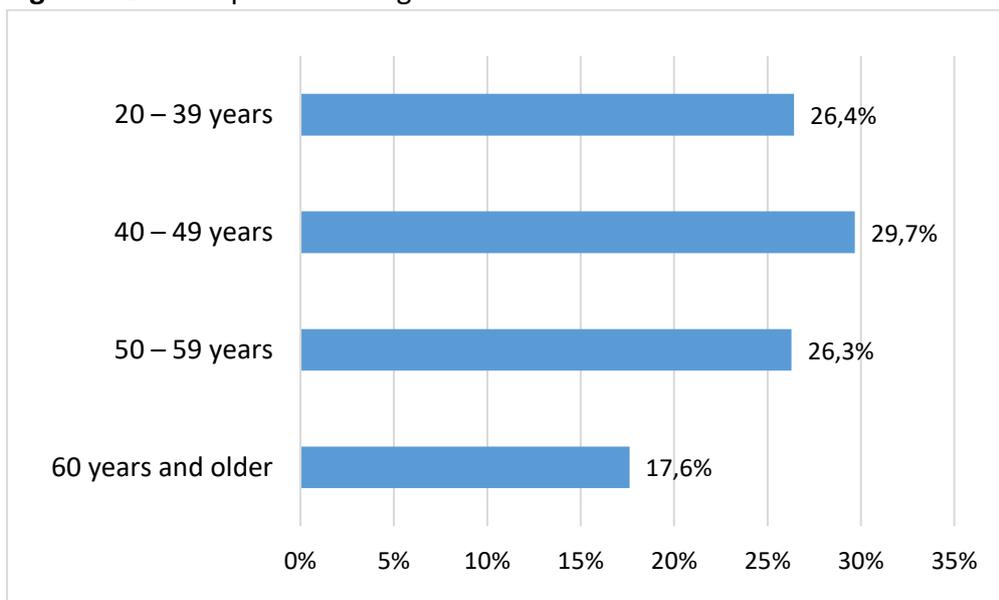
The average age of the respondents is about 48 years. Almost 75% of the journalism educators are older than 40 years; more than 40% is older than 50 years of age (Table 4.2.2.).

**Table 4.2.2.** Frequencies of Age

Age group	N	%
20 – 29 years	58	3,8%
30 – 39 years	347	22,6%
40 – 49 years	455	29,7%
50 – 59 years	403	26,3%
60 – 69 years	212	13,8%
Older	58	3,8%
<b>Total</b>	<b>1533</b>	<b>100,0%</b>

For further analysis the number of age groups has been brought back to four: 1. under 40, 2. 40 to 50, 3. 50 to 60, 4. 60+ (Figure 4.2.3.).

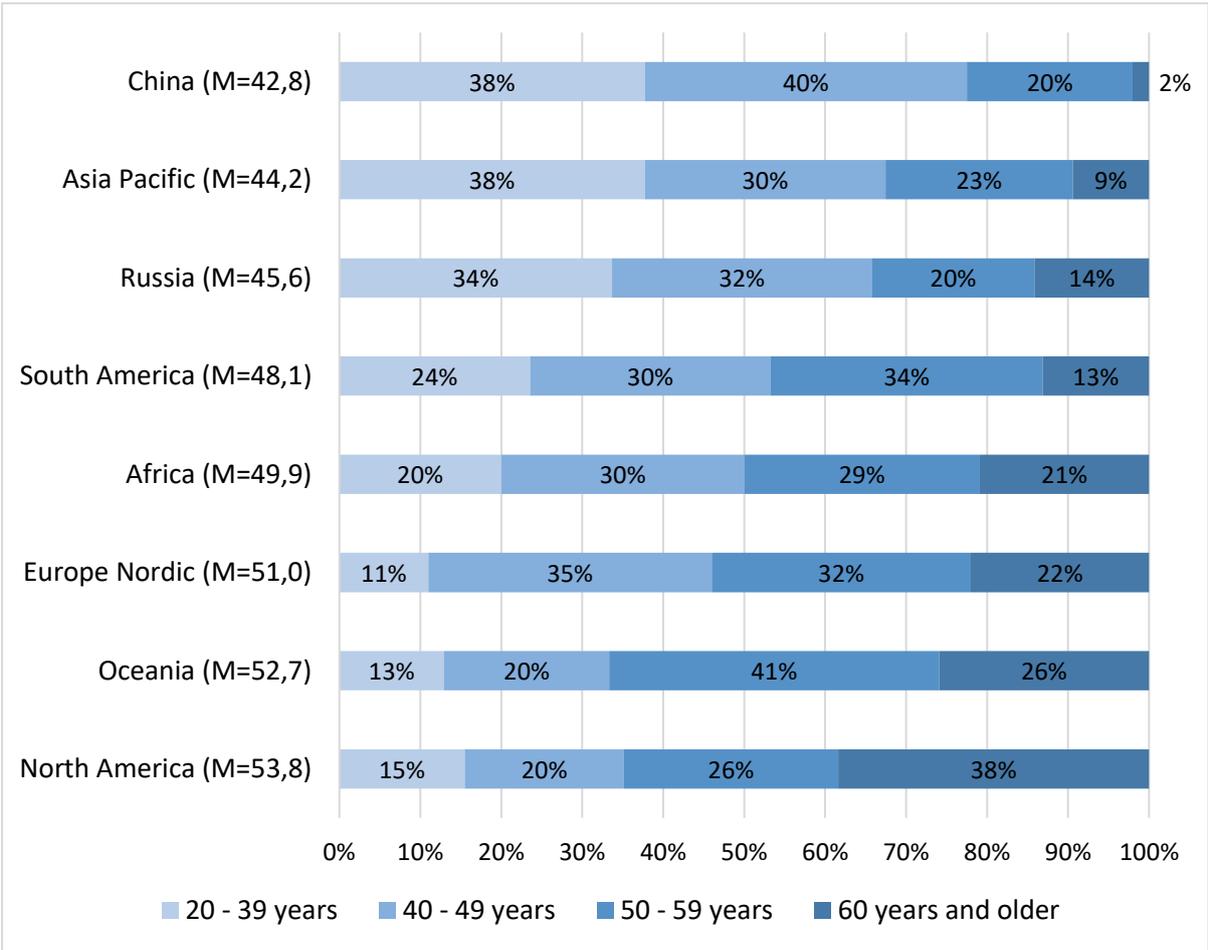
**Figure 4.2.3.** Frequencies of Age



With regard to the frequencies of age, figure 4.2.4. shows that there are rather big age differences between the eight distinguished regions. The average age ranges from 42,8 years in China to 53,8 years in North America. In China, two out of hundred (2%) of the teachers is 60 years or older, in North America this is almost two out of five (38%).

All three regions with teachers that are younger than the global mean (47,9 years), also have more female teachers than the global average. Overall, female teachers are significantly younger than their male counterparts (see Appendix II on cross-relations between background variables).

**Figure 4.2.4.** Frequencies of Age by Region



### 4.2.3. Educational degree

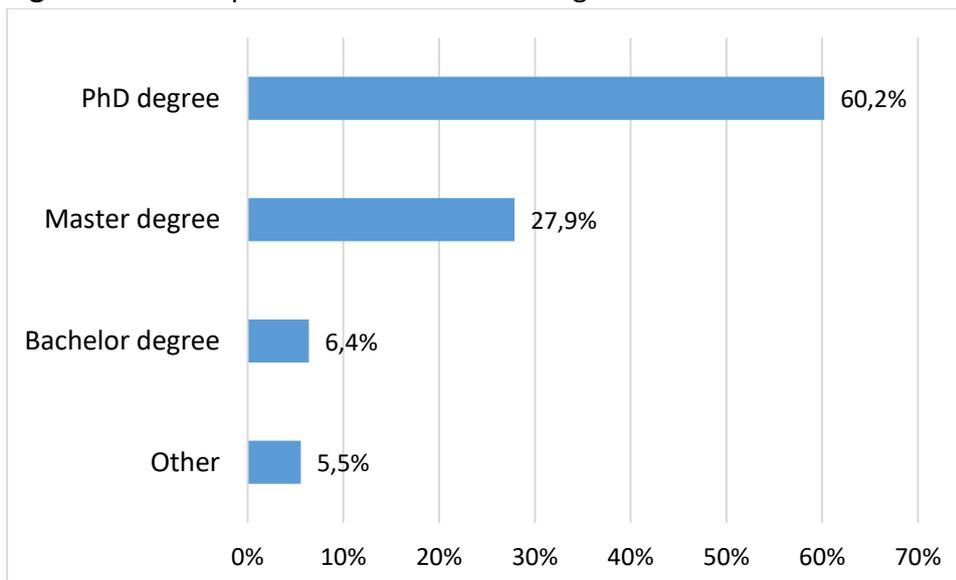
Almost 95% of the respondents have some degree in higher education. About 28% of the respondents have a master's degree and about 60% a PhD degree; a total of 88% (Table 4.2.3.).

**Table 4.2.3.** Frequencies of Educational degree

Educational degree	N	%
PhD degree	923	60,2%
Master degree	427	27,9%
Bachelor degree	98	6,4%
Secondary school	8	0,5%
Other	77	5,0%
<b>Total</b>	<b>1533</b>	<b>100,0%</b>

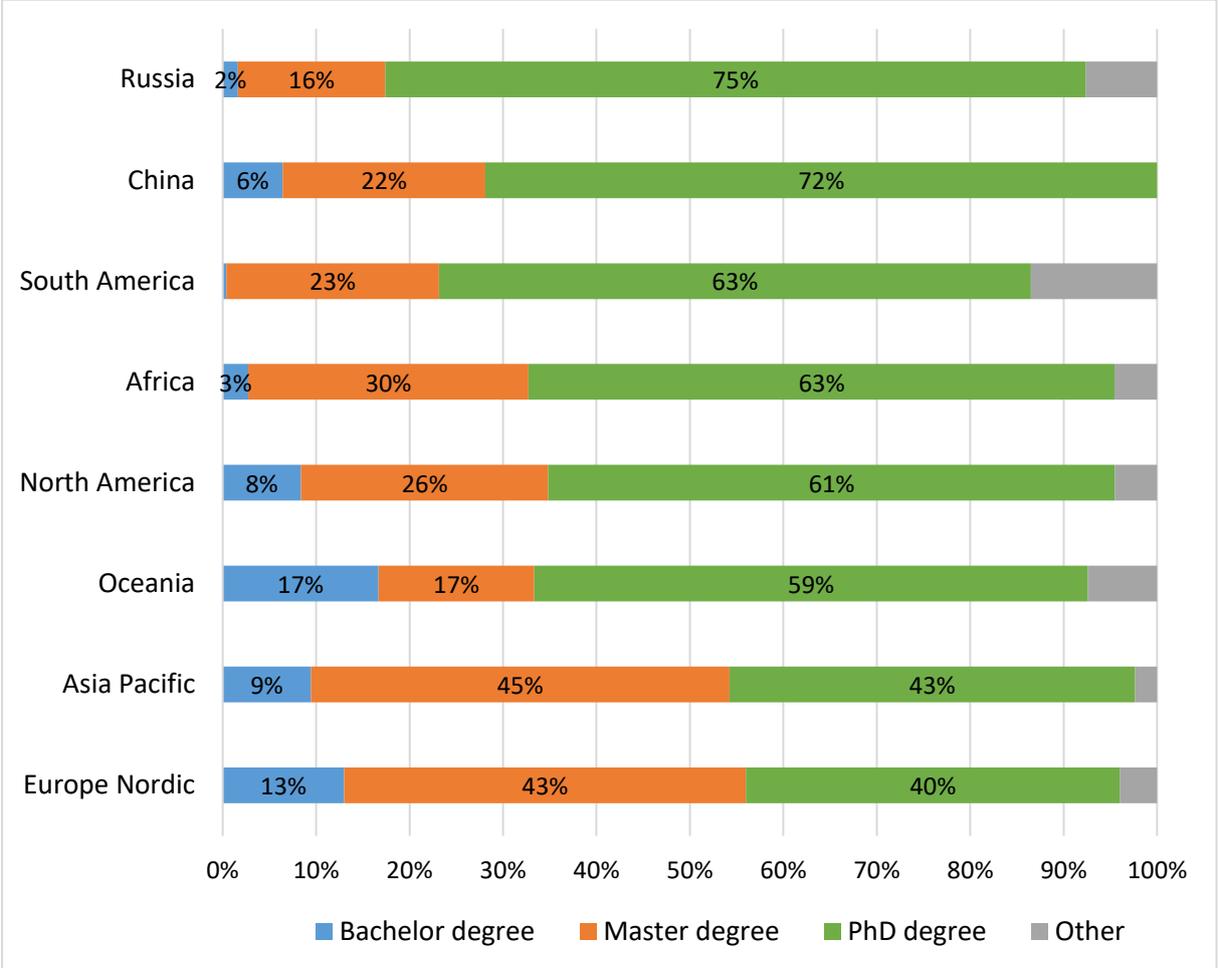
For further analysis and comparison, the categories 'Secondary school' and 'Other' are taken as one ('Other'; Figure 4.2.5.).

**Figure 4.2.5.** Frequencies of Educational degree



Looking at the eight global regions one could say that there is little difference: in every region at least 75% of the journalism teachers have a master of PhD degree. Nevertheless, the percentage of teachers with a PhD degree varies considerably between the regions. In Russia and China over 70% of the teachers have a PhD degree. In the Global South and in North America this is around 60%; in Asia Pacific and Nordic Europe it is around 40% (Figure 4.2.6.). Educational degree does not correlate significantly with gender or age (appendix II).

**Figure 4.2.6.** Frequencies of Educational degree by Region



#### 4.2.4. Teaching subject

The majority of teachers at an institute for journalism education teach Journalism (skills, principles): almost 60%. The next group in line are teachers of Communication science/Media theory (18,2%), followed by Advertising/PR (7,8%), Research methods (4,7%), General knowledge (2,6%), and Language (1,4 %) (Table 4.2.4).

The high percentage of respondents that teach Journalism Skills and/or Principles is related to the fact that at many universities the study of Journalism follows an undergraduate or bachelor programme in another discipline than journalism, for instance politics, language, history or sociology. The follow-up study in Journalism does not have to pay attention to those more general subjects and therefore mainly, or sometimes even solely, focuses on the skills and principles of journalism.

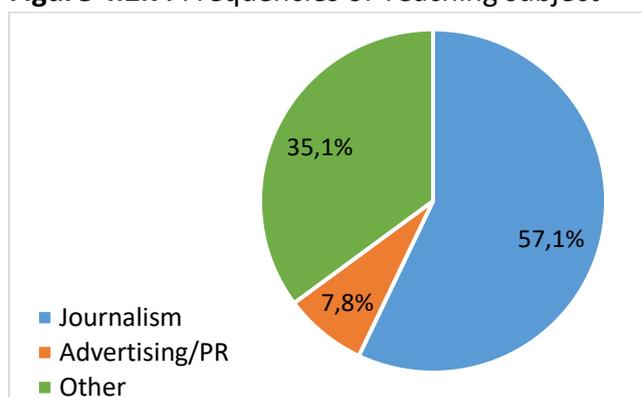
There is a rather high percentage of educators that teach Advertising and/or PR. In several parts of the world it is common to teach Journalism and Advertising/PR within the same department with joint or overlapping courses and curricula.

**Table 4.2.4.** Frequencies of Teaching subject

Teaching subject	N	%
Journalism (skills, principles)	968	57,1%
Communication science/ Media theory	309	18,2%
Language (native, foreign)	24	1,4%
General knowledge (e.g. economics, history, law, philosophy)	44	2,6%
Research methods	80	4,7%
Advertising/PR	132	7,8%
Other	139	8,2%
<b>Total</b>	<b>1696</b>	<b>100,0%</b>

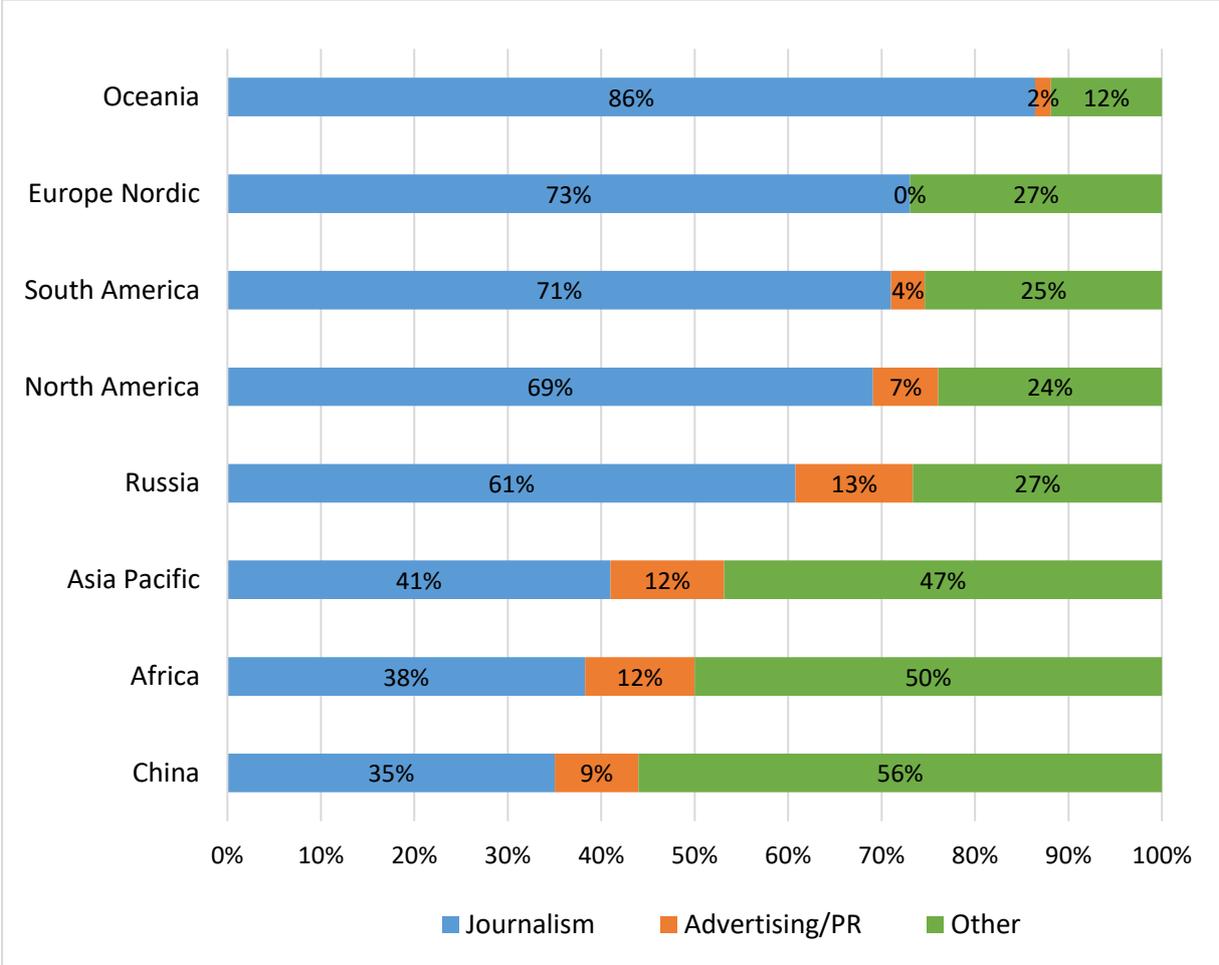
For further analysis the categories for Teaching subject were brought back to three: Journalism, Advertising/PR and Other (Figure 4.2.7.).

**Figure 4.2.7.** Frequencies of Teaching subject



In most global regions the majority of educators teach 'Journalism'. This is not the case in China (35%), Africa (38%) and Asia Pacific (41%). In these regions about half of the educators teach one of the 'other' subjects. Next to that, about 10% of the educators in these regions teach 'Advertising/PR', which is clearly higher than in most other regions (Figure 4.2.8.).

**Figure 4.2.8.** Frequencies of Teaching subject by Region



#### 4.2.5. Practical experience

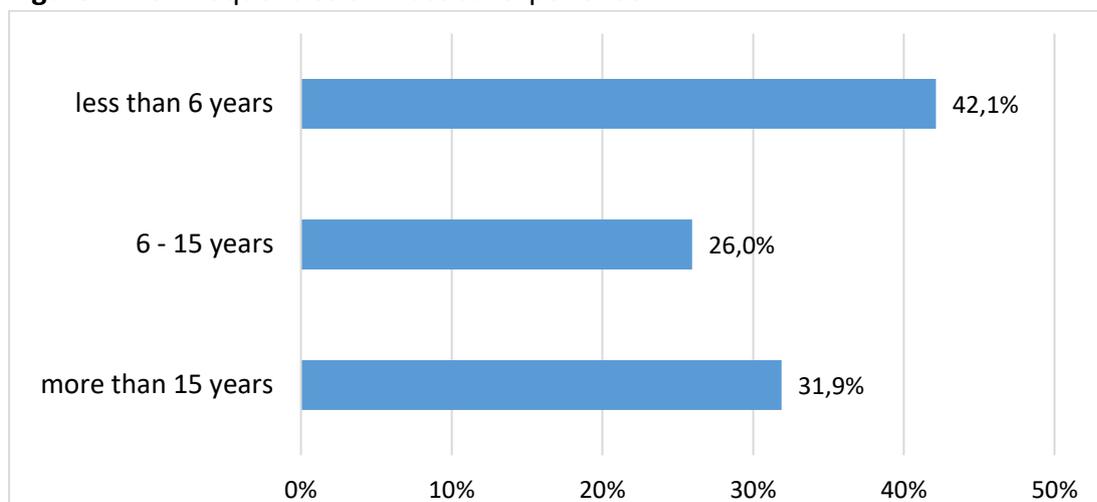
At institutes for journalism education it is fairly common that most teachers have practical experience in journalism. In our sample, more than four out of five teachers have practical experience in the field. About three out of five teachers have more than 5 years of experience (Table 4.2.5.). On average the respondents have almost 12 years of practical experience.

**Table 4.2.5.** Frequencies of Practical experience

Practical experience	N	%
None	268	17,5%
1 – 5 years	378	24,6%
6 – 15 years	398	26,0%
16 – 30 years	338	22,0%
More than 30 years	151	9,9%
<b>Total</b>	<b>1696</b>	<b>100,0%</b>

For further analysis the categories for Practical experience were brought back to three: Less than 6 years, 6-15 years, More than 15 years (Figure 4.2.9.).

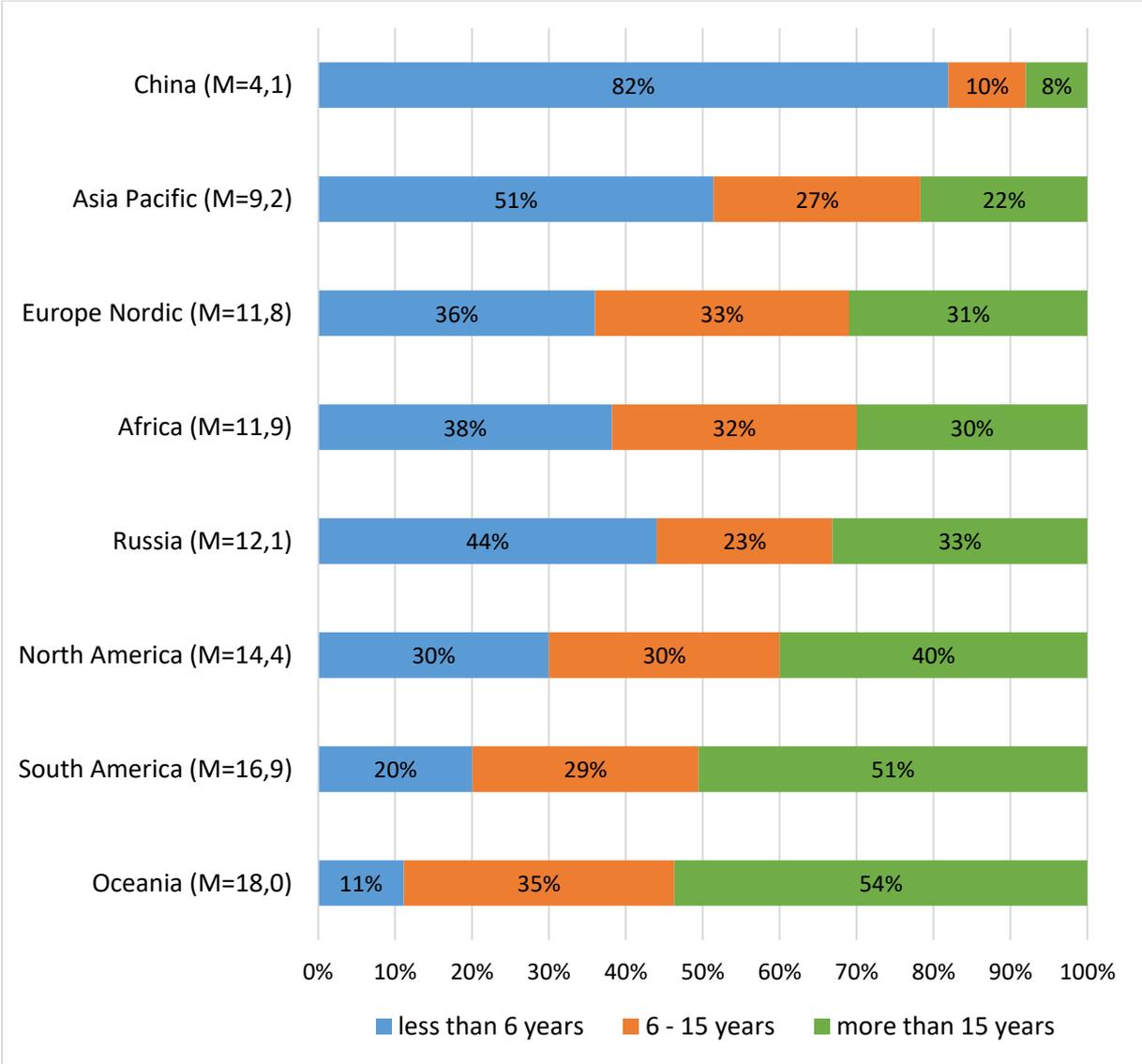
**Figure 4.2.9.** Frequencies of Practical experience



The average number of years of practical experience varies rather strongly over the regions. It ranges from an average of about 4 years in China to an average of 18 years in Oceania. In China, 82% of the teachers have less than 6 years of practical experience (of which 46% has no practical experience; see Chapter 13 for more detailed regional information). At the other end of the scope, more than half of the respondents in Oceania have more than 15 years of practical experience in the field of journalism.

Figure 4.2.10. shows a gradual shift from ‘less than 6 years’ to ‘more than 15 years’. China and Asia Pacific are strongly represented in the first group and Oceania and the America’s in the second. Russia, Africa and Nordic Europe are in between. Overall, people with more practical experience as a journalist, clearly teach more often Journalism, skills and principles (see Appendix II). However, a higher percentage of teachers with substantial experience does not necessarily mean that journalism education in that region is less academic and more vocational oriented.

**Figure 4.2.10.** Frequencies of Practical experience by Region



## 5. FUTURE IMPORTANCE OF JOURNALISTIC TASKS

This chapter focuses on the view of journalism educators on what journalists should do? The respondents were asked to assess 18 items that refer to the tasks of journalism. These items are derived from the extended literature on role perceptions and role orientations, especially from the Worlds of Journalism Study.<sup>6</sup>

### 5.1. Tasks Global

As was stated in chapter 1 and elsewhere<sup>7</sup>, much of the discussion about renewal and innovation of journalism is focused on the means: the technological means and the financial means. As technology is changing rapidly and business models are disrupted in large parts of the world, rethinking the means is a necessary condition to ensure a sustainable version of professional journalism. But it is not a sufficient condition. It is also necessary to fundamentally rethink the goals of journalism, what journalism *is* and what it *should do* in a rapidly changing news ecology.

To emphasize that we are interested in a normative view on the importance of the tasks involved, and not in an assessment of the factual importance of these tasks in actual daily practice, the word ‘should’ has been underlined in the introductory question. The question runs as follows:

*“We now would like to know your personal view on what the future direction of journalism should be. We are especially interested in what you think about the future importance of a number of tasks that professional journalists perform. Compared to today, in the next ten years the importance of the following task for professional journalists should become:*

*5.Much Higher 4.Higher 3.Same as now 2.Lower 1.Much Lower”*

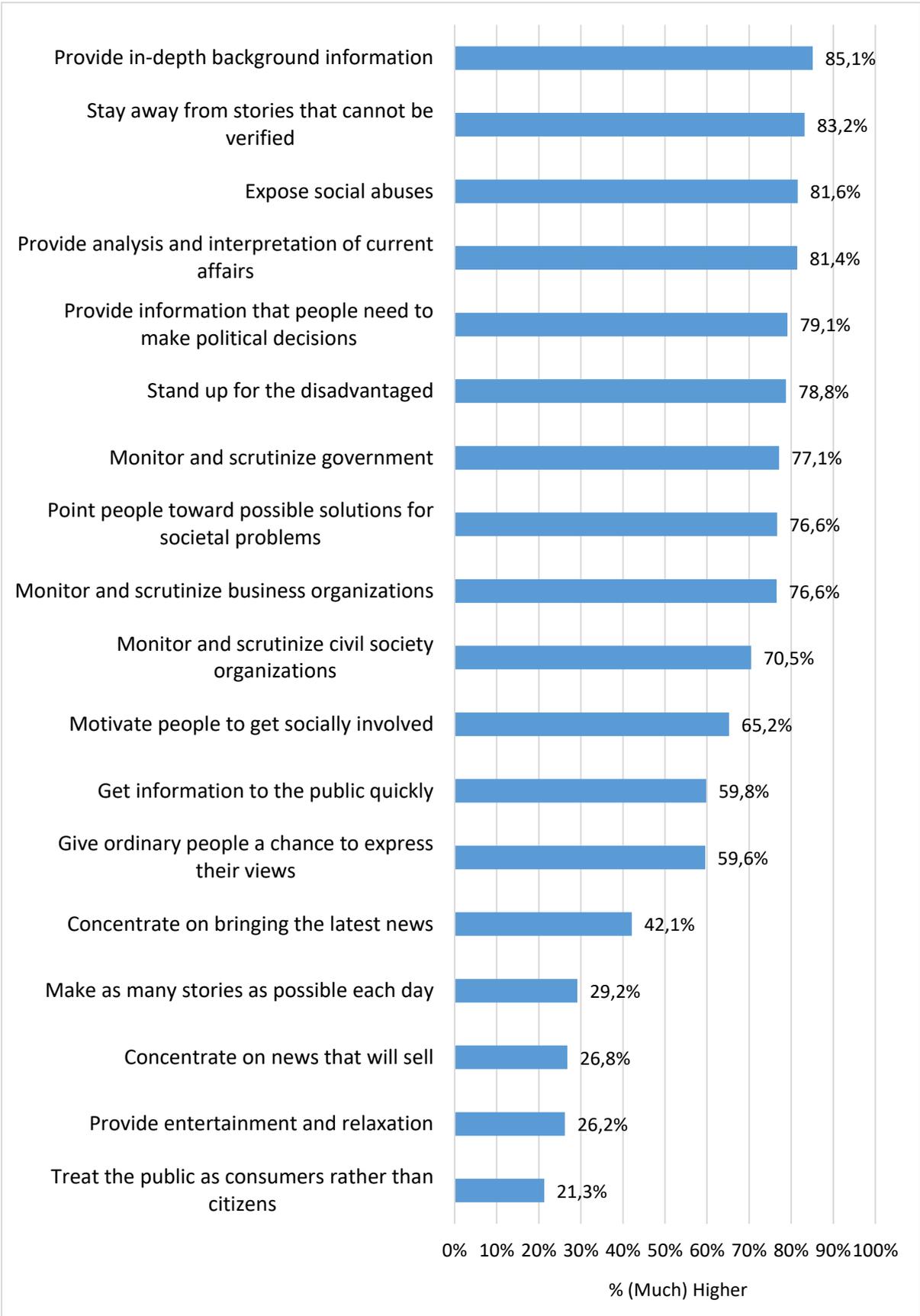
Most of the journalistic tasks that were presented in the questionnaire are believed to become clearly more important in the next ten years. According to more than 50% of the teachers, 13 out of 18 tasks should get (much) higher importance. There are four tasks with a score of even more than 80%: ‘provide in-depth information’ (85,1%), ‘stay away from stories that cannot be verified’ (83,2%), ‘expose social abuses’(81,6%), and ‘provide analysis and interpretation of current affairs’(81,4%). These outcomes suggest that most journalism educators believe that future journalism should primarily focus on tasks that are related to investigation and context (Figure 5.1.1).

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<sup>6</sup> <http://www.worldsofjournalism.org/>

<sup>7</sup> See for instance: Drok, N. (2019). *Journalistic Roles, Values and Qualifications in the 21<sup>st</sup> Century; How European journalism educators view the future of a profession in transition*. Zwolle/Mechelen: Windesheim/EJTA, p.38.

**Figure 5.1.1.** Future importance of Journalistic tasks



At the bottom of the global ranking we find another type of tasks. A minority of teachers (about 25%) find that these tasks should become (much) more important in the next decade. 'Treat the public as consumers rather than citizens' has the lowest score (21,8% (much) higher), followed by 'Provide entertainment and relaxation' (26,2%), 'Concentrate on news that will sell' (26,8%), and 'Make as many stories as possible each day' (29,1%). These outcomes suggest that a minority of journalism educators believe that future journalism should focus on consumer-oriented tasks.

These percentages are global means. There are regional differences, that will be dealt with in section 5.3. of this chapter and in chapter 13. Despite regional difference, the general picture is that teachers of journalism across the globe believe that the investigative and analytical tasks of journalism should become more important in the next ten years and a consumerist approach should not. An important presupposition of our research is that the views of teachers do have an impact, or at least some influence, on the choices they make in their programmes and on the things they stress in their teaching. However, there could be a gap between what the teachers would want and what actually is possible in everyday teaching, within the limits of curricula and accreditation systems. Whether or not this gap exists in journalism education (just as it does in journalism practice) has not been the subject of our research. Our hypothesis would be that the level of professional autonomy of teachers is in general relatively high and that their views and convictions play an important role in the curricula and the classroom. Future research should try to find out whether or not this actually is the case.

After each structured, closed question in the questionnaire there has been room for making additional comments.

**Figure 5.1.2.** Future importance of Journalistic tasks;  
Percentage of respondents with comments



After the question about the journalistic tasks, 12% of the respondents made use of this opportunity, which comes down to a little more than 200 comments (Figure 5.1.2.).

These comments can be divided into two main categories:

- survey related comments, and
- comments with regard to the direction in which journalism as a profession should go.

Examples of survey related comments are:

- *'Journalism' can be hard to define. Am I talking about my local newspaper, or niche publications who may have a specific angle? My answers feel somewhat wishy-washy as a result.*
- *There is a lot of context that goes with these questions - so many different scenarios in which an answer could swing one way or another. The climate we live in, one which is so polarized, I'm afraid is at least partly fuelled by 24-hour news stories and constantly updated stories available via social media and any and all news apps. There is no one-size-fits answer for any of the above, but ethical and responsible reporting remains of the utmost importance.*
- *Many of my 'same as now' comments reflect that there is already a high expectation to do these things in newsrooms, so I assume it will continue to be a high priority.*

Within the second category – the direction in which journalism should go – the comments are very varied. For example:

- *Some of these items are aimed at an analysis/commentary/advocacy approach to journalism, and I believe we should be strengthening a neutral, objective view and draw strong distinctions between them. Pointing people toward possible solutions is a laudable.*
- *More news and depth about non-elite groups, broader background information, more critical angles.*
- *On journalists' use of social media and other platforms (such as mobile app) in reaching out to the public and delivering the news.*
- *In future journalism should focus more on in-depth, accurate and socially responsible content in comparison with the role of peripheral information provider. It should have adequate capacity addition to skills that would be helpful in increasing social connect and appeal.*
- *Journalists should give context , follow up and ethically cover sensitive news like rape / child / human trafficking.*
- *With changing media use and consumption patterns, increased penetration of digital news and shorter attention spans, I think journalists and news organizations need to draw a clear line between news, entertainment, and opinion.*

There is one issue that was mentioned relatively often: fake news and/or disinformation. Examples are:

- *I would add 'scrutinize' the use of social media for the spread of disinformation.*
- *I think that combating false information and fake news will also be an important task in the future. Digital source criticism will be crucial to the journalistic role.*
- *What is needed is more data-based reporting as well as the exercise of prudence to avoid spreading wrong information. We also need to focus on press integrity.*

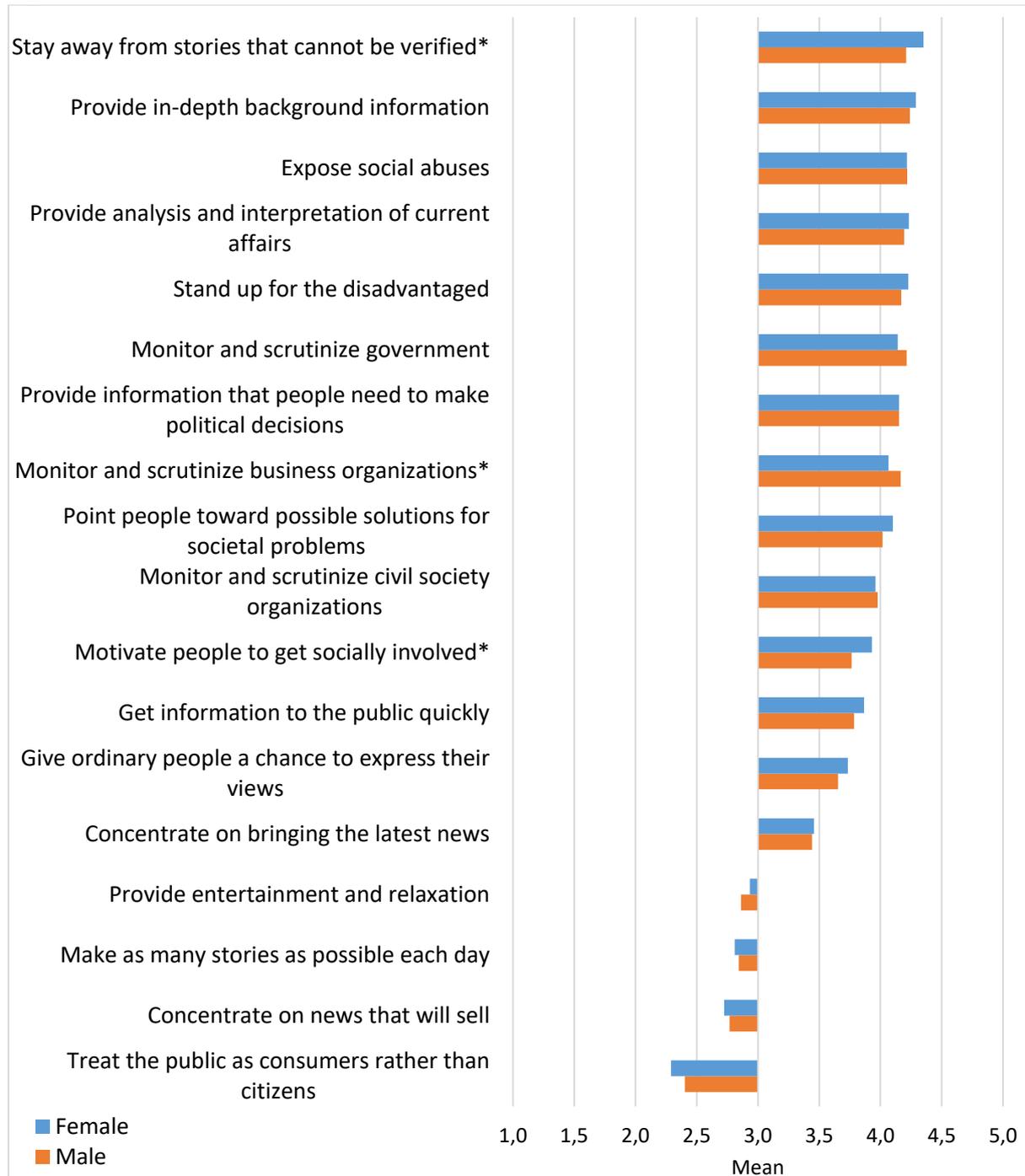
## **5.2. Tasks by background variables**

Before going further into regional differences, it can be useful to first find out whether or not our standard background variables (gender, age, education, teaching subject) are associated with the views on the future importance of journalistic tasks. Do female teachers hold other views than their male counterparts? Is age of influence? Or the educational degree? Does it make a difference which subject an educator is teaching? These are the type of questions that will be dealt with in the current section.

### 5.2.1. Gender

Female and male teachers share the same views on the future importance of the distinguished journalistic tasks. There are very little gender-related differences. Only three of them are statistically significant (marked with \*; see Figure 5.2.1.), but overall it appears that gender has very little impact on the educators' views.

**Figure 5.2.1. Gender and Tasks**

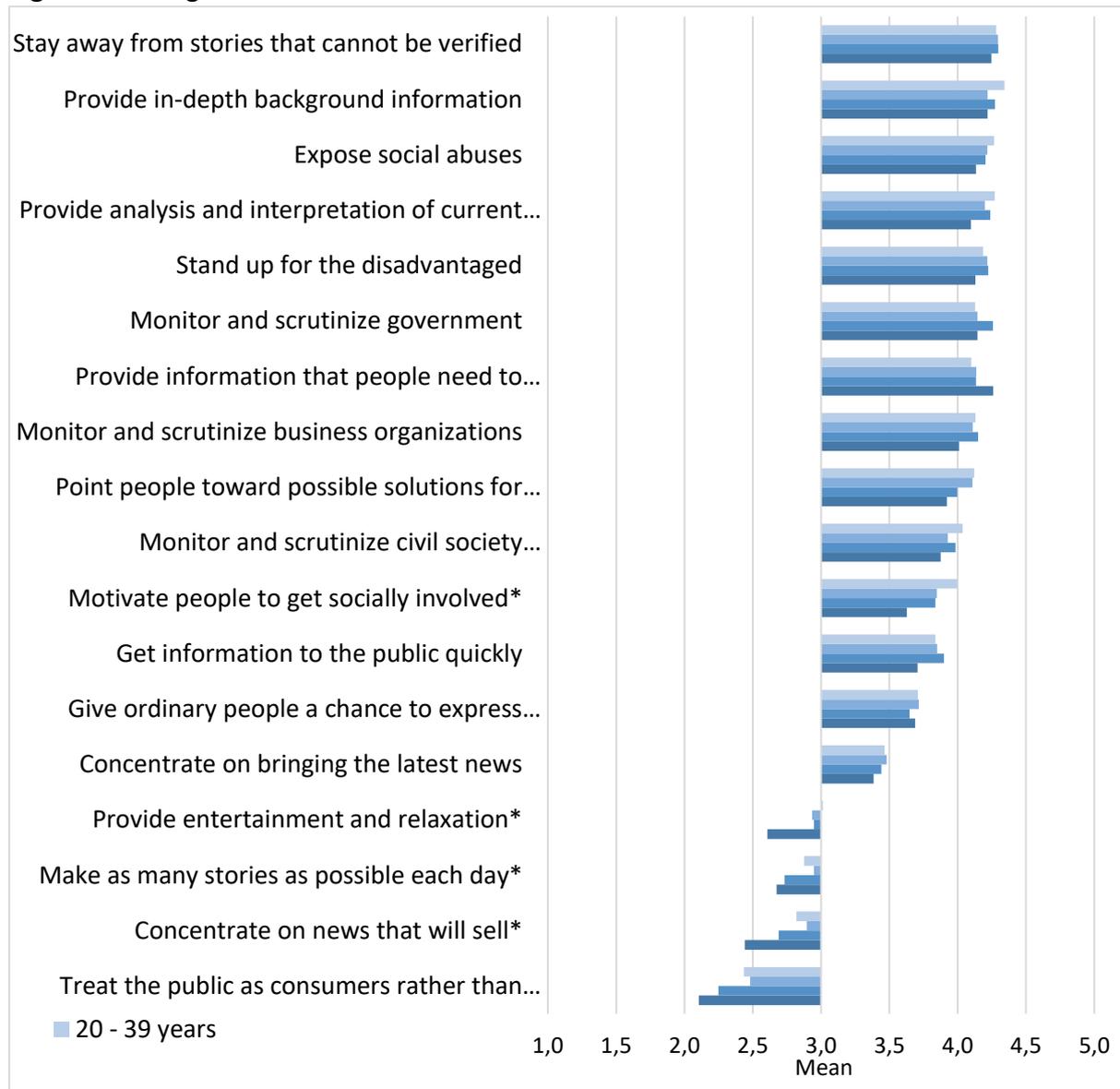


\* The difference between females and males is significant (One-way ANOVA with  $p < .05$ ).

### 5.2.2. Age

The influence of the second background variable, age, on the educators' views on tasks seems to be limited too (Figure 5.2.2.). Nevertheless, there are six items showing significant differences. These six show a kind of pattern, be it a modest one. Younger teachers more often believe that 'Pointing people toward possible solutions for societal problems' as well as 'Motivate people to get socially involved' should become more important journalistic tasks in the future. This can be seen as a (partial) support for a stronger Mobilizer role for journalism (cf. chapter 7). The older the teacher, the less support for this view. Furthermore there are significant age-differences with regard to the four tasks that are at the bottom of the figure. Older teachers clearly see less future importance for these so-called consumer-oriented tasks. Apart from these six, there are no significant differences based on age.

**Figure 5.2.2.** Age and Tasks

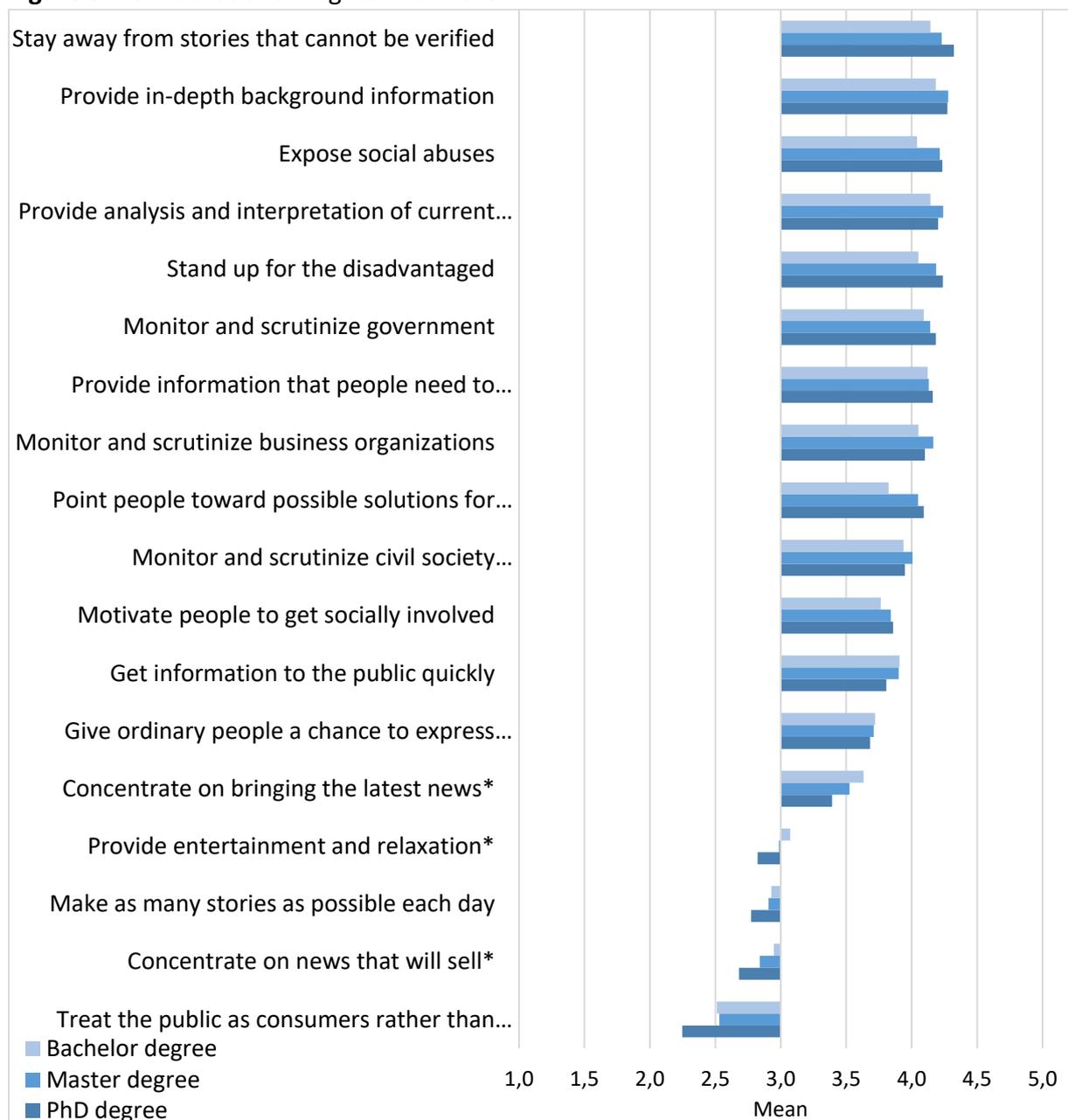


\* The difference between the age groups is significant (One-way ANOVA with  $p < .05$ ).

### 5.2.3. Educational degree

Just like gender and age, the educational degree does not have a huge impact on educators' views on the future importance of journalistic tasks. The overall picture is one of a high level of consensus. Educators with higher degrees more often see higher importance for 'pointing people toward solutions' and lower importance for the fast, consumer-oriented types of tasks. Although the differences on these items are statistically significant, they are rather small. Next to that, it is not clear if these differences are caused by the educational degree as such or by the fact that the regional distribution of – for instance – PhD degrees is skewed (Figure 4.2.6.), and that we are dealing with regional differences instead of differences caused by educational degree.

**Figure 5.2.3.** Educational degree and Tasks



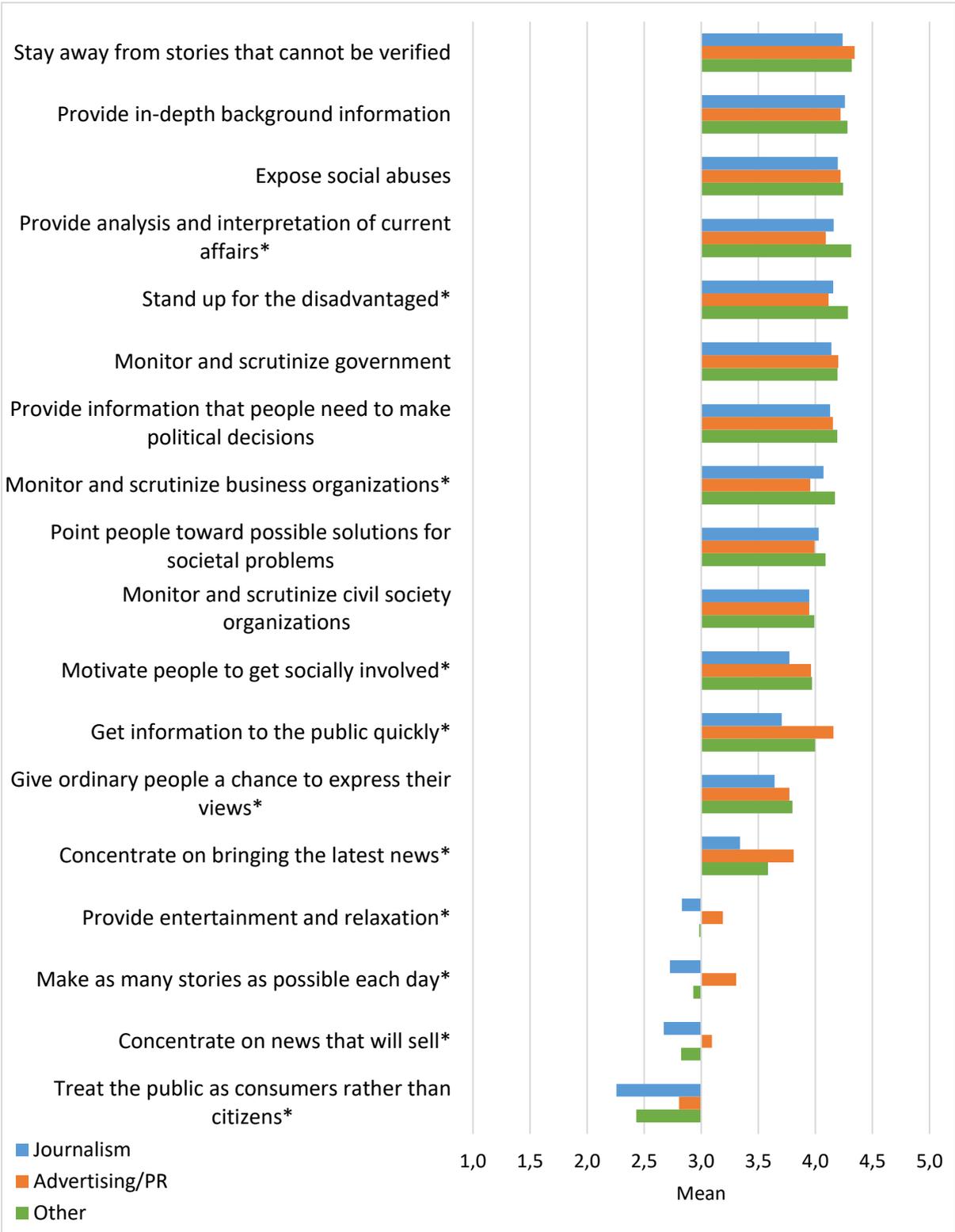
\* The difference between educational degrees is significant (One-way ANOVA with  $p < .05$ ).

#### **5.2.4. Teaching subject**

The influence of the background variable 'Teaching subject' on the future importance of journalistic tasks seems stronger than that of the other ones (gender, age, educational degree). There are significant differences on 11 out of 18 items. A closer look learns that this is mainly caused by differences between the views of Advertising/PR- teachers on the one hand, and Journalism/Other teachers on the other. Advertising/PR- teachers see less future importance for tasks such as 'Providing analysis and interpretation of current affairs', 'Stand up for the disadvantaged' or 'Monitor and scrutinize business organizations'. But compared to the Journalism/Other teachers they do see a higher importance for: 'Get information to the public quickly', 'Concentrate on bringing the latest news', 'Provide entertainment and relaxation', 'Make as many stories as possible each day', 'Concentrate on news that will sell' and 'Treat the public as consumers rather than citizens' (Figure 5.2.4.).

Although statistically significant, the differences are still rather small. Next to that, the ranking of the items is more or less the same for each of the three groups (Journalism, Advertising/PR, Other). Having said that, the difference between Advertising/PR- teachers and Journalism teachers points in an interesting direction. Journalism teachers more often believe that journalism should develop more towards slower forms of journalism, aimed at investigating and provide context for citizens, whereas Advertising/PR- teachers are more inclined to favour fast forms of journalism for an audience of consumers.

**Figure 5.2.4. Teaching subject and Tasks**



\* The difference between teaching subjects is significant (One-way ANOVA with  $p < .05$ ).

### 5.3. Tasks by Region

At the end of this chapter, the eight distinguished regions are compared with regard to the desirable future importance of the various journalistic tasks. A more detailed overview of the scores for every region is given in Chapter 13.

One of the most difficult problems in cross-country survey research is that countries and regions culturally differ in their response styles.<sup>8</sup> Research has time and again shown that there are systemic differences between countries in this regard.<sup>9</sup> One way to overcome this problem is to present the ranking of the items for each country/region, instead of the absolute mean scores for each item per country/region. This approach has the disadvantage of mitigating some of the actual differences. Nevertheless, the ranking approach gives a fair view of where priorities lie in each of the regions.

The ranking in table 5.3.1. is based on mean scores per item ( $M$ ), and not on the percentages '(much) higher importance'. This can lead to small differences between this ranking and the one in figure 5.1.1. In the first column of table 5.3.1. the 18 tasks are mentioned, in the order of the global ranking of future importance (= column 2). The following eight columns show the ranking of the future importance of the tasks per region. In the eleventh column the standard deviation (SD) is given. The higher the SD, the less consensus between the regions about the ranking place of the task at hand. At the bottom row the rank correlation is shown. The global ranking is the benchmark; the higher the rank correlation of a region, the more the ranking of that region resembles the global one.

The first outcome that catches the eye is the very high consensus between regions about which tasks should be at the bottom of the ranking. For every region these are the ones that relate to bringing the latest news and to a consumerist view. There is even little difference between the regions with regard to the specific place of each of these tasks within the bottom five: all SD's have a value below 1,00, which indicates a relatively low spreading (there is even complete agreement on which task should be at place 14).

There is less consensus between the regions about the tasks that should be in the top 5. The global number 1, 'Stay away from stories that cannot be verified', is also the number 1 in North America and Russia, but nowhere else. In China, Oceania and Africa it has place 7; in Asia Pacific it even ends at place 13. This rather huge spread is reflected in a high standard deviation (3,81). 'Providing in-depth information' is the number 2 on the global list. This task has a top 5 score in six regions, and in the other two (South America, Africa) it almost has a

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<sup>8</sup> Hofstede G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations*. Thousand Oaks, CA. : SAGE Publications.

<sup>9</sup> Harzing, A.W. (2006). Response Styles in Cross-national Survey Research; A 26-country Study. *International Journal of Cross Cultural Management*, 6(2), 243–266.

top 5 score (place 6). The global number 3, 'Expose social abuses', has a clearly lower ranking in Nordic Europe (place 8).

Although there are exceptions, these do not show a convincing underlying pattern. The overall picture is that there is still a rather high level of consensus about what should be the most important tasks in future journalism.

The ranking of the task 'Monitor and scrutinize government' (the global number 6) differs between the regions in a more systematic way. In five regions it is a top 5 task, but teachers in Nordic Europe, Russia and China give it a lower priority (in all cases place 10). In Nordic Europe monitoring and scrutinizing business organizations is seen as a clearly more important future task (place 2).

The highest standard deviation (3,90) is related to the global number 12: 'get information to the public quickly'. This is caused by the exceptional high ranking of this task (place 1) in Asia Pacific. The deviant ranking of this task also contributes highly to the rather low rank correlation of Asia Pacific (0,62). For all the other regions the rank correlation is close to 0,90, which indicates that overall journalism educators across the globe do not differ very strongly in their views on what journalists should do in the coming years.

**Table 5.3.1.** Ranking tasks by Region

TASKS	GLOBAL <sup>10</sup>	North America	South America	Europe Nordic	Russia	China	Asia Pacific	Oceania	Africa	SD
<b>N=</b>	1676	327	273	112	197	287	237	58	126	
Stay away from stories that cannot be verified	1	1	2	5	1	7	13	7	7	3,81
Provide in-depth background information	2	4	6	1	4	3	2	4	6	1,64
Expose social abuses	3	6	5	8	3	4	6	3	1	2,06
Provide analysis and interpretation of current affairs	4	10	1	3	6	1	3	9	2	3,31
Stand up for the disadvantaged	5	5	4	7	5	2	9	2	5	2,20
Monitor and scrutinize government	6	2	3	10	10	10	5	1	3	3,64
Provide information that people need to make political decisions	7	7	7	4	9	8	4	6	4	1,83
Monitor and scrutinize business organizations	8	3	9	2	13	5	11	5	9	3,69
Point people toward possible solutions for societal problems	9	9	11	6	2	6	12	8	8	2,95
Monitor and scrutinize civil society organizations	10	8	8	9	11	13	10	10	12	1,69
Motivate people to get socially involved	11	11	10	11	8	11	8	12	13	1,66
Get information to the public quickly	12	13	12	13	7	9	1	13	10	3,90
Give ordinary people a chance to express their views	13	12	13	12	12	12	7	11	11	1,71
Concentrate on bringing the latest news	14	14	14	14	14	14	14	14	14	0,00
Provide entertainment and relaxation	15	15	15	15	17	17	16	15	15	0,86
Make as many stories as possible each day	16	16	16	18	15	16	15	17	16	0,93
Concentrate on news that will sell	17	17	17	16	16	15	17	16	17	0,70
Treat the public as consumers rather than citizens	18	18	18	17	18	18	18	18	18	0,33
<b>Rank Correlation</b>	<b>1,00</b>	<b>0,90</b>	<b>0,95</b>	<b>0,87</b>	<b>0,85</b>	<b>0,88</b>	<b>0,62</b>	<b>0,88</b>	<b>0,90</b>	

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<sup>10</sup> 'Europe various' included

#### 5.4. Conclusion

This chapter has focused on the view of journalism educators around the globe on what journalists should do.

The first conclusion is that most of the distinguished tasks are believed to become (much) more important in the next decade. About 60% or more of the respondents finds that thirteen out of eighteen journalistic tasks should get (much) higher importance. At the top of the list are tasks that have to do with the analytical and investigative function of journalism, such as providing in-depth background information, exposing social abuses or promoting analysis of current affairs. The majority of teachers do not desire a growing importance of tasks that are related to a commercial or consumerist orientation towards journalism, such as providing entertainment or concentrating on news that will sell. Next to that, a minority of two out of five teachers find that 'Concentrating on bringing the latest news' should become more important in the years ahead.

The views on the future importance of journalistic tasks is not convincingly influenced by standard background variables. There are some statistically significant differences based on gender, age, education of teaching subject, but these differences are always still rather small and random. Nevertheless, younger teachers are inclined to see somewhat more importance in the so-called consumer-oriented tasks, just like teachers with a bachelor degree and respondents that teach Advertising/PR.

The influence of regional provenance on the teachers' view on journalistic tasks appears to be somewhat more substantial than that of the standard background variables. Nevertheless, the most remarkable outcome is the high level of consensus across all regions about the tasks that should be at the bottom of the ranking. For every region, these are the tasks that are related to bringing the latest news and to a consumerist view on journalism. Differences between the regions cannot be found at the bottom, but elsewhere in the ranking. For instance, the global number 1, 'Stay away from stories that cannot be verified', is also the number 1 future task in Northern America and Russia, but nowhere else. Probably the most systematic difference between regions is about monitoring and scrutinizing government. Russia, China and Nordic Europe have this task on a 10<sup>th</sup> place, which is a clearly lower ranking than in North and South America, Oceania and Africa, where it has a top 3 ranking.

The overall picture that arises from the outcomes in this chapter is that a clear majority of teachers across the globe would like to see a growing importance for investigative and analytical tasks in journalism. Tasks that are related to fast news or entertainment are at the bottom of the ranking, regardless of background variable or region.

## 6. ATTITUDES OF JOURNALISTS

This chapter focuses on the attitudes of journalists with regard to their normative position in society (the issues of neutrality) and with regard to their normative position with regard to reality (the issue of objectivity). Neutrality is about the question whether or not a journalist should intervene in society, for instance through actively promoting social change. Objectivity is about the question if journalists see themselves primarily as a mirror of (social) reality or as a constructor of (social) reality. Neutrality and objectivity are issues that are about *attitude* and therefore distinguished from journalistic *tasks* (that were dealt with in the previous chapter). This distinction is subtle and sometimes arbitrary. Some of the items under ‘attitudes’, could have been used under ‘tasks’ and vice versa. In this global version of the research on Journalistic Roles, Values and Qualifications, the line of questioning of the earlier European version has been followed.<sup>11</sup>

The central question of this chapter was phrased as follows:

*“The following question is about the position of journalists in society (‘neutrality’) and with regard to reality/truth (‘objectivity’). A journalist should...”*

And again, the answering categories were:

*5. Strongly Agree 4. Agree 3. Neutral 2. Disagree 1. Strongly Disagree*

The twelve items that were used are derived from earlier research.<sup>12</sup>

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<sup>11</sup> This includes the distribution of items over ‘attitudes’ and ‘tasks’, that was discussed at length in the Advisory Board of the European study. See: Drok, N. (2019). *Journalistic Roles, Values and Qualifications; How European journalism educators view the future of a profession in transition*. Zwolle/Mechelen: Windesheim/EJTA. Available as a PDF at [www.ejta.eu/publications](http://www.ejta.eu/publications).

<sup>12</sup> See for instance:

Hanitzsch, T., Hanusch, F., Ramaprasad, J. & De Beer, A.S. (eds) (2019). *Worlds of Journalism. Journalistic Cultures Around the Globe*. New York: Columbia University Press.

Hanitzsch, T. (2007) Deconstructing Journalism Culture: Toward a Universal Theory, *Communication Theory* 17, 367-385.

Hanitzsch, T. (2011). Populist Disseminators, Detached Watchdogs, Critical Change Agents and Opportunist Facilitators: Professional Milieus, the Journalistic Field and Autonomy in 18 Countries. *International Communication Gazette*, 73, 477-494.

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

Weaver, D. H., Beam, R. A., Brownlee, B. J., Voakes, P. S. & Wilhoit G.C. (2007). *The American journalist in the 21st century*. Mahwah: Lawrence Erlbaum Associates Inc.

Weaver, D. H. & Willnat L. (eds.). (2012). *The Global Journalist in the 21st Century*. London/New York: Routledge.

Willnat, L, Weaver, D.H. & Wilhoit, G.C. (2017). The American Journalist in the Digital Age, *Journalism Studies*, DOI: 10.1080/1461670X.2017.1387071

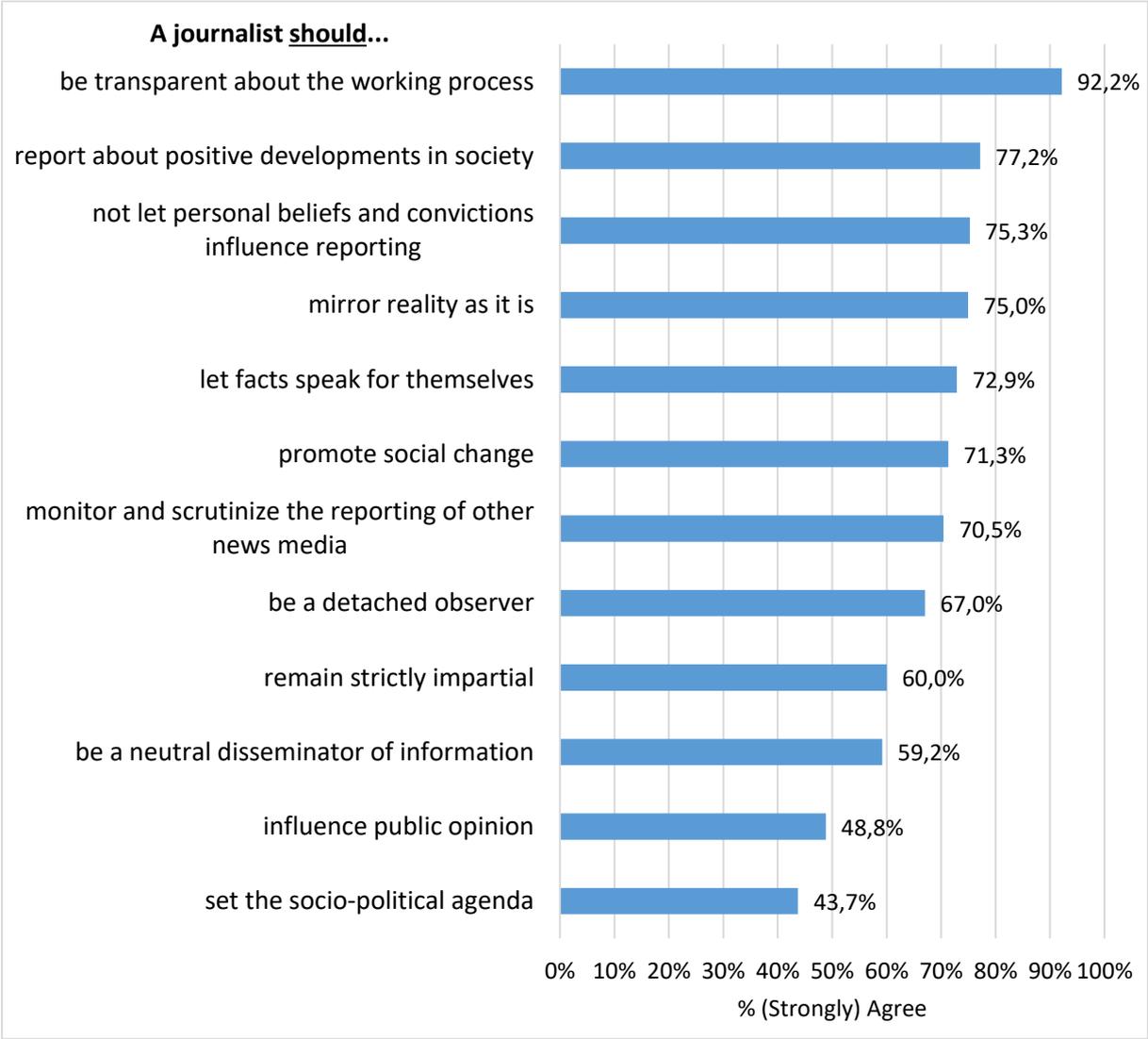
<http://www.worldsofjournalism.org/>

**6.1. Attitudes Global**

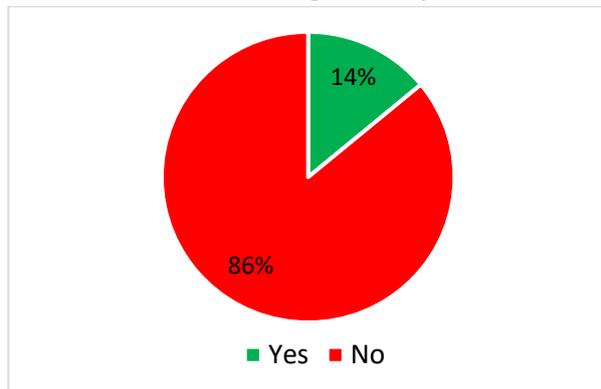
The global results show a mixed picture (Figure 6.1.1.). About 3 out of 4 teachers subscribe to letting facts speak for themselves or mirroring reality as it is, but more or less the same share of teachers believe that a journalist should promote social change. This might reflect the view that a journalist does not always have to be neutral, but should be objective in a factual sense. The overall picture is that teachers in general show clear support for items that express a preference for objectivity and neutrality. Influencing public opinion or setting the socio-political agenda are at the bottom of the list, although still almost half of the teachers (strongly) agree that journalists should strive for that.

Most respondents share the conviction that journalists should always be transparent about their working process. An overwhelming majority (92,2%) of teachers (strongly) agree with that. Transparency does not actually replace the tenet of objectivity in the view of the teachers, but it complements or transcends it.

**Figure 6.1.1.** Views of teachers on Attitudes



**Figure 6.1.2.** Views of teachers on Attitudes;  
Percentage of respondents with comments



About one out of seven respondents (235 respondents = 14,3%) made use of the possibility to make comments on the items about the attitudes of journalists (Figure 6.1.2.). Again, there is a high level of variation and diversity in the comments that were given. Nevertheless, two main categories can be distinguished. The first category could be called 'it depends'. The tenor of these remarks is that it is difficult, if not impossible, to assess the given items without having a context. Examples are:

- *These questions should rather be discussed in context.*
- *Some of these points are making bold assumptions about the nature of objectivity, eg 'mirror reality' depends on social position.*
- *There are different journalisms and different values for different situations.. I think it's more important to be self-aware and self-critical than to sign up wholeheartedly to any of these statements.*
- *There is a place for neutrality/impartiality, and a place for reporting that is more pointed.*

The second category of the comments are clarifications or explanations of the given answers, for example:

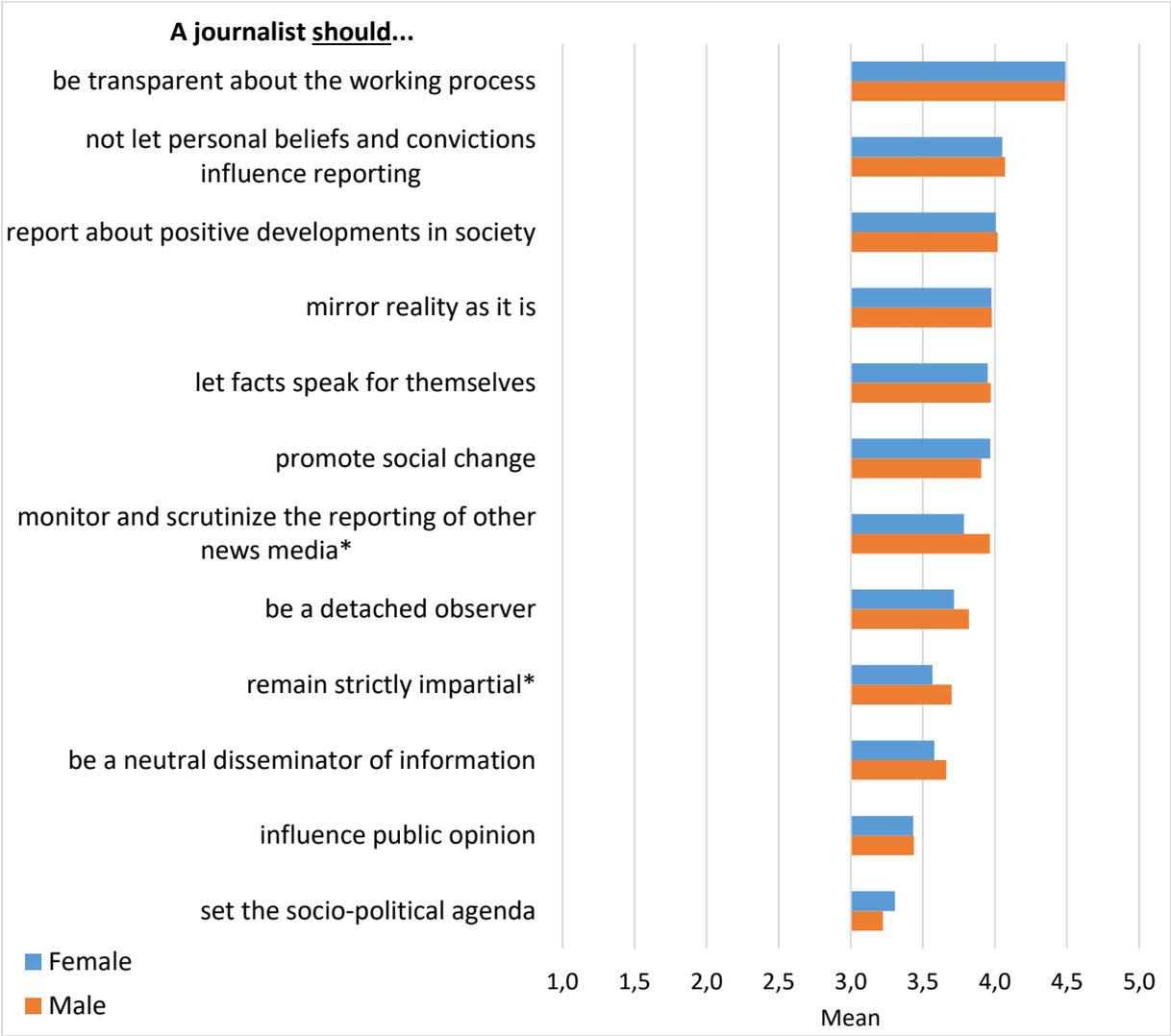
- *No such thing as objectivity, but striving for balance and not provide a platform for extremists on either side. Provide multiple sides of an issue.*
- *Journalists need to focus more on facts than interpretation to regain public trust.*
- *I believe in being fair, doing as much as possible to eliminate bias (especially confirmation bias), and exercising the discipline of verification.*
- *all of these are tough since I do not believe it's possible to take one's human-ness out of reporting. We all have cultures and those influence. Do I think journalists should have an agenda? No - but it is impossible to be neutral*

**6.2. Attitudes by background variables**

**6.2.1. Gender**

There is very little difference between female and male teachers with regard to their views on the various attitudes. Detachment, impartiality and neutrality are a little more valued on the male side, and promoting social change or setting the socio-political agenda on the female side. Nevertheless, the similarities between females and males are more striking than the differences, on the level of the individual items as well as with regard to the ranking. On the global level, gender does not have a strong explanatory power (Figure 6.2.1.).

**Figure 6.2.1. Gender and Attitudes**

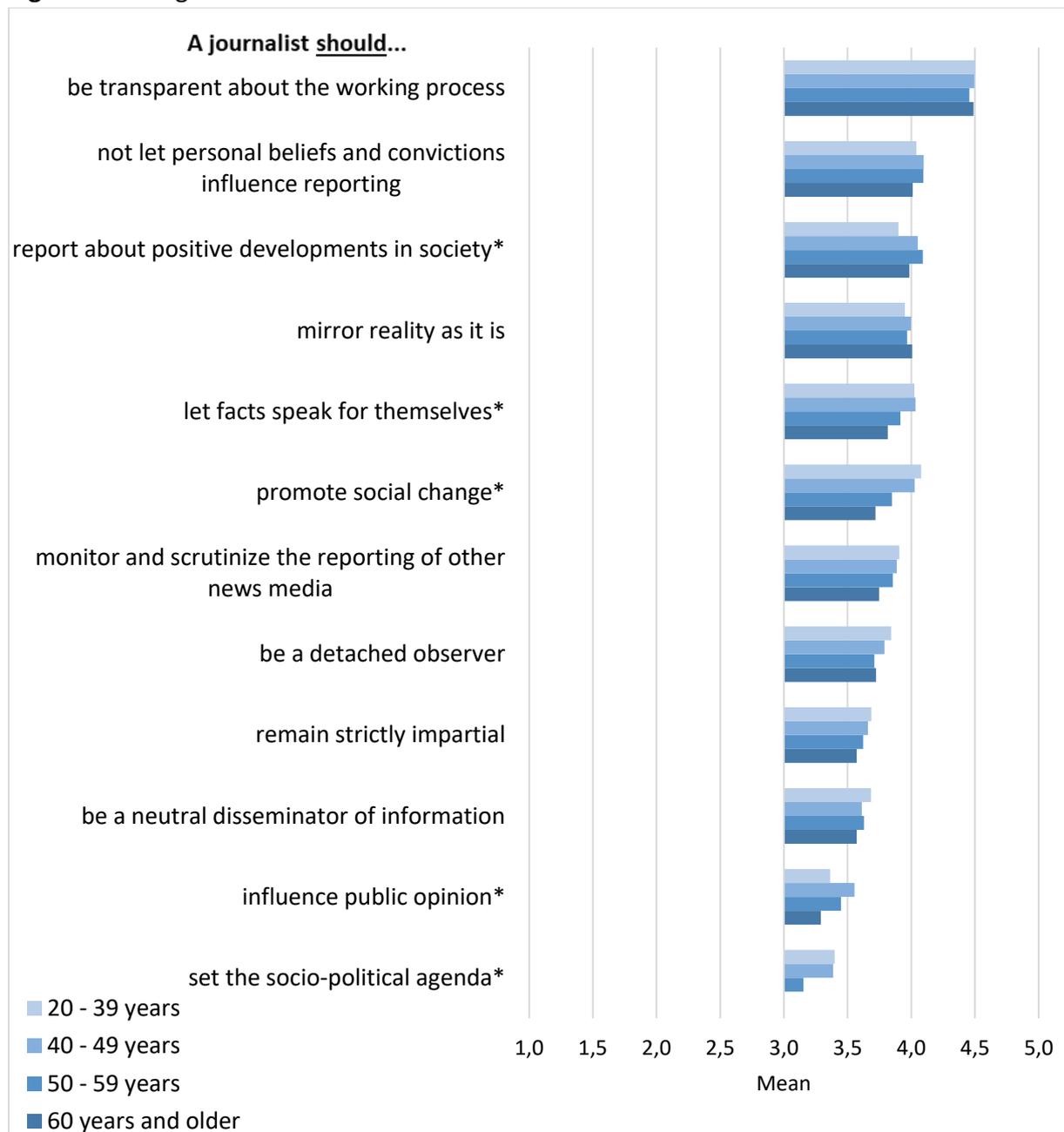


\* The difference between females and males is significant (One-way ANOVA with  $p < .05$ ).

### 6.2.2. Age

The influence of age on attitudes is, just like that of gender, rather limited. Younger people are somewhat more supportive of promoting social change or of setting the political agenda, but also of letting facts speak for themselves. In fact, the similarities between the various age groups are more impressive than the differences (Figure 6.2.2.)

**Figure 6.2.2.** Age and Attitudes

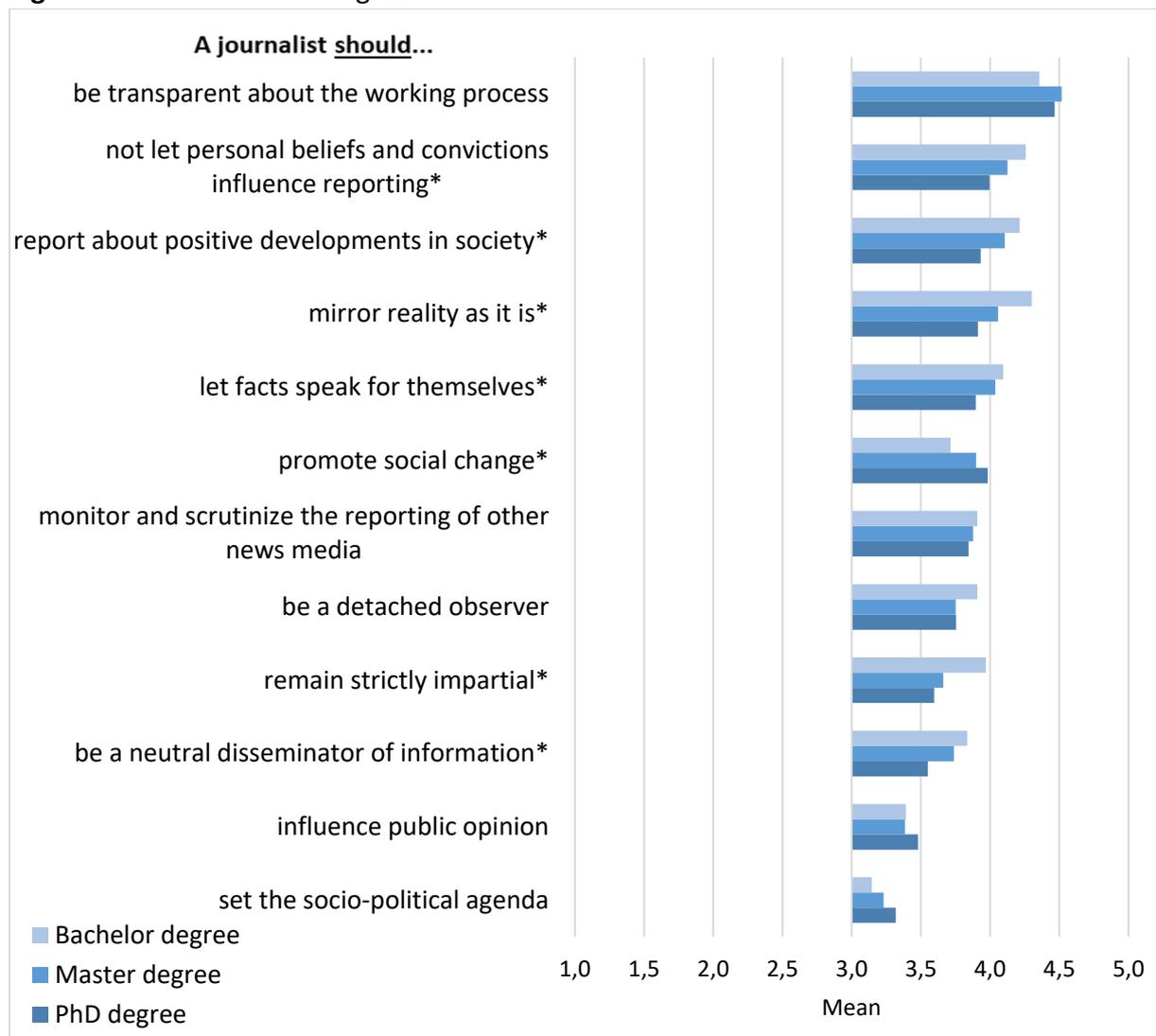


\* The difference between age groups is significant (One-way ANOVA with  $p < .05$ ).

### 6.2.3. Educational degree

Educational degree appears to have some more impact on the views of teachers on the distinguished attitudes than gender or age. On seven out of twelve items differences between the three groups are statistically significant. Teachers with a bachelor degree are clearly more supportive of an attitude of neutrality/objectivity than their colleagues with a PhD-degree. The scores on items such as ‘not let personal beliefs and convictions influence reporting’, ‘mirror reality as it is’, ‘let facts speak for themselves’, ‘remain strictly impartial’ or ‘be a neutral disseminator of information’ are significantly higher for teachers with a bachelor degree than for teachers with a PhD-score, while ‘promote social change’ is significantly lower. The scores of teachers with a master degree are always in between on these items (Figure 6.2.3.).

**Figure 6.2.3.** Educational degree and Attitudes

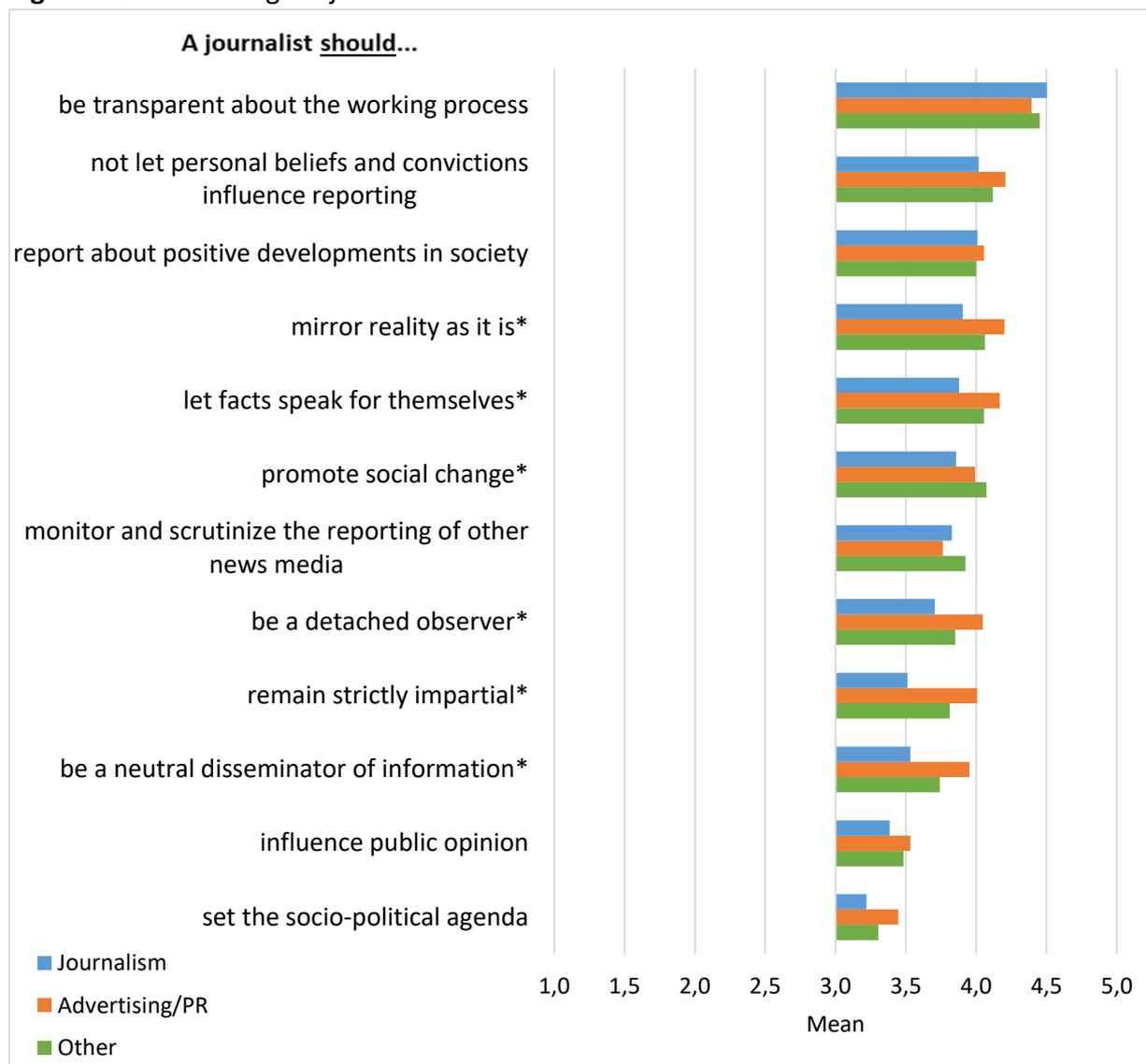


\* The difference between educational degrees is significant (One-way ANOVA with  $p < .05$ ).

### 6.2.4. Teaching subject

With regard to the teaching subject there are significant differences on six items. Five of those have to do with being impartial, neutral, a detached observer and a mirror of reality. In all of these cases respondents that teach Advertising/PR are the strongest supporters and those who teach Journalism the weakest. As we have seen in the previous chapter, teaching subject has the strongest impact compared to the other background variables. Nevertheless, its influence is still modest (Figure 6.2.4.).

**Figure 6.2.4.** Teaching subject and Attitudes



\* The difference between teaching subjects is significant (One-way ANOVA with  $p < .05$ ).

### 6.3. Attitudes by Region

There are considerable differences between the regions when it comes to attitudes towards neutrality/objectivity. Especially China and Russia show low rank correlation figures. There are several reasons for this, but what these two regions have in common is their relatively low ranking (10<sup>th</sup> place) for the global number 3: 'report about positive developments in society'. This item also has the highest standard deviation (3,32) of all items, indicating the lowest consensus between regions about the rank of this item.

Apart from this, the Chinese ranking has some remarkable ranking scores, compared to those of other regions. The global number 1, 'be transparent about the working process', has the highest ranking in all regions, except for China: place 6. The Chinese top 3 (1. 'let facts speak for themselves', 2. 'remain strictly impartial', 3. 'be a detached observer') expresses a much stronger support for neutrality than elsewhere. At the same time the counterpart of neutrality, 'promote social change', has a relatively high ranking too (place 5), at least when compared to the Global North. In other regions promoting social change has a top 3 ranking: South America (2), Asia Pacific (2) and Africa (3) (Table 6.3.1.).

**Table 6.3.1.** Attitudes by Region

ATTITUDES	GLOBAL <sup>13</sup>	North America	South America	Europe Nordic	Russia	China	Asia Pacific	Oceania	Africa	SD
<b>A journalist should... N=</b>	1623	318	267	108	191	274	229	58	122	
be transparent about the working process	1	1	1	1	1	6	1	1	1	1,65
not let personal beliefs influence reporting	2	4	5	3	3	7	3	3	4	1,32
report about positive developments in society	3	2	3	2	10	10	5	2	2	3,32
mirror reality as it is	4	3	8	5	2	4	7	6	6	1,90
let facts speak for themselves	5	6	7	7	5	1	4	5	5	1,80
promote social change	6	9	2	9	4	5	2	7	3	2,71
monitor and scrutinize the reporting of other news media	7	5	4	4	12	9	10	4	9	3,02
be a detached observer	8	8	6	6	6	3	9	9	10	2,15
remain strictly impartial	9	10	12	8	7	2	6	10	7	2,86
be a neutral disseminator of information	10	7	10	10	11	8	8	8	8	1,30
influence public opinion	11	11	9	12	9	11	11	11	12	1,09
set the socio-political agenda	12	12	11	11	8	12	12	12	11	1,27
<b>Rank Correlation</b>	<b>1,00</b>	<b>0,90</b>	<b>0,75</b>	<b>0,89</b>	<b>0,61</b>	<b>0,31</b>	<b>0,81</b>	<b>0,92</b>	<b>0,87</b>	

<sup>13</sup> 'Europe various' included

#### **6.4. Conclusion**

Teachers around the globe hold mixed views on the so-called attitudes. Reporting about positive developments in society or promoting social change get rather high support, but so do for instance mirroring reality as it is or not letting personal beliefs and convictions influence reporting.

Overall there is high support for almost all items; 60% or more of the teachers (strongly) agree with 10 out of 12 statements. Even the two statements at the bottom of the ranking get quite high support: almost half of the teachers (strongly) agrees with the view that journalists should 'influence public opinion' and more than two out of five with the view that a journalist should 'set the socio-political agenda'.

The general picture is that the vast majority of journalism educators around the globe believe that journalists should be objective in the sense that they should always respect the facts. Their view on whether or not a journalist should be neutral is less univocal. These views are barely influenced by variables such as gender, age, educational degree of teaching subject. There are, however, rather strong regional influences. Promoting social change, for instance, gets relatively high support in the Global South. Reporting about positive developments is a top 3 item almost everywhere, but in Russia and China it is situated in the bottom 3.

Perhaps the most striking outcome is the strong support for transparency. This is clearly the global number 1 on the given list of attitudes. Transparency does not actually replace the tenet of objectivity in the view of the teachers, but complements or transcends it.

## **7. JOURNALISTIC ROLES**

Journalistic roles are a key element in the study of the culture of journalism. In the Preface of the book 'Journalistic Role Performance', Hallin defines role conceptions as "normative understandings of what journalism is and what it should do" (Mellado et al., 2017: xi). He adds that journalistic roles are central to the culture of journalism, and that they cannot function to legitimize journalistic practices unless they are accepted to a substantial extent by other actors.

The study of journalistic roles deals with a range of basic philosophical questions, which are linked to ontology (who are we, what should we do?), epistemology (what can we know?), deontology/ethics (how should we act?) and eschatology (where do we go, what can we expect?). In this research, these basic philosophical questions are translated into practical survey questions for journalism educators about journalistic tasks (ontology), about attitudes towards reality/truth (epistemology), about ethical issues (deontology) and about views on the future directions of journalism (eschatology). This chapter will focus on the ontological and epistemological questions, in particular about the tasks and the attitudes towards reality/truth.

Over the past decades there has been a lot of research on journalistic roles. As Hanitzsch and Vos (2018: 147) state: "No review of literature can do justice to the breadth of scholarly work on journalistic roles." However, most of the studies have focussed on the view of journalists themselves (e.g., *Worlds of Journalism Study*). In recent years, a comprehensive study on the views of students of journalism – as being the future generation of journalists – has been initiated (*Journalism Students around the Globe*). But no large-scale study on the views of teachers has been done, at least not on the global level. This is an omission, especially since the views of teachers are supposed to have an impact on the way new generations of journalists will define their role in society.

### **7.1. Deconstructing Journalism Culture**

In a sociological sense, culture can be described as: the values of a particular group, as shown in their behaviour and habits, their attitudes and their beliefs. More specifically, journalistic culture can be defined as "particular sets of ideas and practices by which journalists legitimize their role in society and render their work meaningful for themselves and wider society" (Hanitzsch, Hanusch, Ramaprasad & De Beer, 2019, p34).

In his ground-breaking article on *Deconstructing Journalism Culture* (2007), Thomas Hanitzsch distinguished seven principal dimensions of journalism culture: interventionism, power distance, market orientation, objectivism, empiricism, relativism and idealism. The first three are seen as the basic elements of journalistic roles. A few years earlier, Donsbach & Patterson (2004) did a similar kind of exercise by distinguishing two basic dimensions for defining

journalistic roles for political news journalists: passive versus active on one hand and advocate versus neutral on the other.

In 2018, Hanitzsch & Vos suggested a new look into journalistic roles, mainly because they found that the usual look is too strongly focused on political life, whereas journalism also plays a role in everyday life, and this role seems to be increasing. Standing in a robust academic tradition of producing classifications, they distinguish no less than 25 different roles: 18 roles for the domain of political life and 7 for the domain of everyday life.

All these, and other attempts to grasp key constituents of journalism culture are inspired by the work of Wilhoit and Weaver.<sup>14</sup> They distinguished three main roles for journalism in the 1980's: Disseminator, Interpreter, Watchdog. This was supplemented by a fourth role in the 1990's: (populist) Mobilizer.

In our research we start from the ideal-typical traits that Deuze (2005b; cf. Golding & Elliott, 1979; Kovach & Rosenstiel, 2021) mentions as the five important values for journalism:

- Public service: journalists provide a public service as 'watchdogs' or 'newshounds';
- Autonomy: journalists must be autonomous, free and independent in their work;
- Immediacy: journalists have a sense of immediacy, actuality and speed;
- Objectivity: journalists are impartial, neutral, objective, fair and (thus) credible;
- Ethics: journalists have a sense of ethics, validity and legitimacy.

The first four of these can be seen as constituents of journalistic roles. The fifth (Ethics) adds the moral dimension and is treated separately in our research. The four constituents refer to four basic concepts that journalists relate to: Audience (Public service), Power (Autonomy), Time (Immediacy), Reality (Objectivity). These four will be used as the principal dimensions for categorisation and analysis (Table 7.1.1.).

**Table 7.1.1.** Four dimensions

<b>1. AUDIENCE</b>
<b>2. POWER</b>
<b>3. TIME</b>
<b>4. REALITY</b>

Within each of these four dimensions a variety of views/positions is possible. There are many ways to view or relate to the audience, to power, to time or to reality. To create some order, a continuum is defined for each of the dimensions on the basis of two more or less opposite positions, one at each end of the line (see Table 7.1.2.).

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<sup>14</sup> See for instance: Weaver, D. H., & Wilhoit, G.C. (1996). *The American journalist in the 1990s: U.S. news people at the end of an era*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.

The continuum with regard to the Audience, goes from the *consumer* to the *citizen* position. This means that on one end the audience is primarily seen as a collection of consumers, while at the other end the audience is primarily seen as a collection of citizens.

With regard to the orientation towards Power, the position on one end is that of the *neutral* and impartial observer and on the other end the *adversarial* position that is focused on scrutinizing institutions and exposing abuses.

With regard to the orientation towards Time, on one end is the *fast* position, that is about being the first to bring the latest news, and on the other end the *slow* position, that is related to taking time to provide background and analysis.

With regard to the orientation towards Reality, the position on one end is that of the *mirror*, that is based on a correspondence view on (social) reality, and on the other end the *interventionist* position that is based on a constructivist view on (social) reality.

**Table 7.1.2.** Four Dimensions; Eight Positions

<b>1. AUDIENCE</b>	<b>Consumer ----- Citizen</b>
<b>2. POWER</b>	<b>Neutral ----- Adversarial</b>
<b>3. TIME</b>	<b>Fast ----- Slow</b>
<b>4. REALITY</b>	<b>Mirror ----- Interventionist</b>

In order to find out the positions of journalism educators on the four dimensions, each of the eight positions is covered by (mostly) three items in the questionnaire. Each of these sets of items should ideally form a reliable scale to measure the extent to which journalism educators around the globe adhere to the various positions.

Table 7.1.3. shows the items that were used for each of the respective positions, including the reliability score of the eight scales (Cronbach’s Alpha).

**Table 7.1.3.** Eight positions and the items to measure them

<i>Dimensions</i>		<i>Positions (Cronbach's Alpha)</i>	<i>Items</i>
1	<b>Audience</b>	<b>Consumer</b> .777	Provide entertainment and relaxation Concentrate on news that will sell Treat the public as consumers rather than citizens
		<b>Citizen</b> .715	Give ordinary people a chance to express their views Motivate people to get socially involved Point people toward possible solutions for societal problems Stand up for the disadvantaged
2	<b>Power</b>	<b>Neutral</b> .822	Be a detached observer Remain strictly impartial Be a neutral disseminator of information
		<b>Adversarial</b> .770	Monitor and scrutinize government Monitor and scrutinize business organisations Monitor and scrutinize civil society organisations Expose Social abuses
3	<b>Time</b>	<b>Fast</b> .774	Get information to the public quickly Make each day as many stories as possible Concentrate on bringing the latest news
		<b>Slow</b> .691	Provide in-depth background information Provide analysis and interpretation of current affairs Provide information that people need to make political decisions
4	<b>Reality</b>	<b>Mirror</b> .679	Mirror reality as it is Let facts speak for themselves Let beliefs and convictions not influence reporting
		<b>Interventionist</b> .711	Promote social change Influence public opinion Set the socio-political agenda

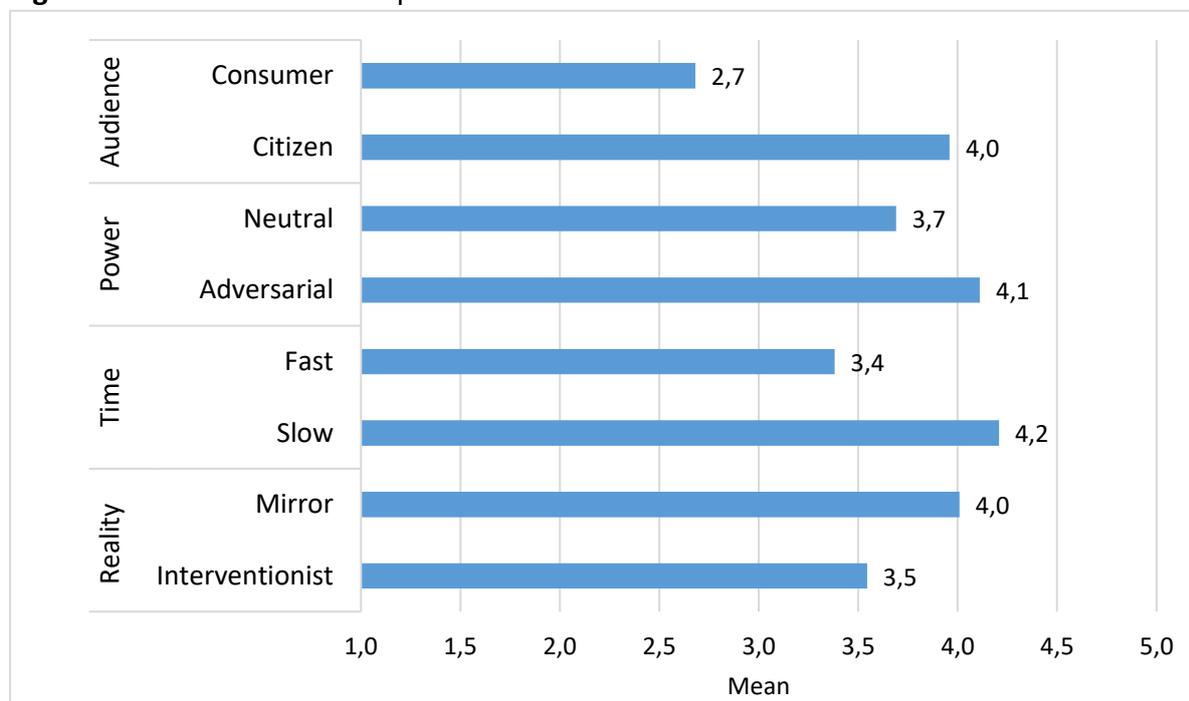
The above framework is used for the analysis and presentation of the research data on journalistic roles and the relations between these roles and other main topics of this research, such as values and qualifications.

## 7.2. Positions Global

Journalism educators around the globe do not support the various positions to the same extent. Figure 7.2.1. shows the overall mean scores on each of the positions.

Within the Audience-dimension, teachers are on average far more inclined to favour the citizens-position ( $M=4,0$ ) than the consumer-position ( $M=2,7$ ). With regard to Power, the adversarial position ( $M=4,1$ ) has a higher mean score than the neutral position ( $M=3,7$ ). There is a gap between the two positions of the Time-dimension: the slow position has a mean of 4,2 and the fast position has a mean of 3,4. Finally, within the Reality-dimension the mirror-position ( $M=4,0$ ) has a higher mean than the interventionist-position ( $M=3,5$ ).

**Figure 7.2.1.** Mean scores on positions



Generally speaking, these means are not very strongly influenced by the background variables: gender, age, educational degree and teaching subject.

With regard to gender, the outcomes show that female teachers are a little more in favour of the citizen position, the slow position and the interventionist position, whereas male teachers have slightly higher scores on the adversarial, the neutral and the consumer position.

With regard to age, there is a tendency of decreasing scores as teachers get older. This counts for all positions, but the strongest for the consumer position and the interventionist position. With regard to the educational degree (bachelor, master, PhD) the outcomes show an inverse relation between educational level and the scores on the consumer, fast, neutral and mirror position. Educators with a bachelor degree have higher scores on these positions than educators with a PhD degree, while those who have a master degree are in the middle. At the

same time educators with a bachelor degree have slightly lower scores on the other four positions: citizen, adversarial, slow, interventionist.

With regard to teaching subject (journalism, advertising/PR, other), differences are again limited. Educators that teach journalism have on average a relatively low score on the consumer, neutral and fast positions. Teachers of advertising/PR have relatively high scores on these positions (see Appendix III)

Overall the distinguished background variables have a limited effect on the eight positions, perhaps with the exception of educational level. This is logically consistent with the influence of the various background variables on the separate tasks (par. 5.2) and attitudes (par. 6.2).

### 7.3. From Positions to Roles

As was stated before, the positions on each dimension form the ends at both sides of a continuum and are not mutually exclusive. Furthermore, positions in one dimension can correlate with any position in another dimension. Table 7.3.1. gives an overview of the various correlations between the eight positions.<sup>15</sup>

**Table 7.3.1.** Correlations Positions

	Consumer	Citizen	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
Consumer	1	,116*	,264*	-,040	,609*	-,039	,208*	,308*
Citizen		1	,119*	,630*	,310*	,579*	,181*	,408*
Neutral			1	,050	,417*	,097*	,697*	,092*
Adversarial				1	,150*	,614*	,132*	,208*
Fast					1	,180*	,387*	,359*
Slow						1	,161*	,214*
Mirror							1	,099*
Interventionist								1

\*. Correlation is significant at the 0.01 level (2-tailed).

The *consumer* position correlates with all other positions, with two clear exceptions: the adversarial position and the slow position. It has by far the strongest relation with the fast position.

The *citizen* position has particularly strong relations with the adversarial, the slow and the interventionist position respectively.

The *neutral* position is strongly linked to the mirror position and – to a lesser extent – the fast position.

The *adversarial* position correlates strongly with the slow and the citizen position.

The *fast* position has its strongest relation with the consumer position, followed by the neutral position.

The *slow* position is strongly linked to the adversarial and the citizen position.

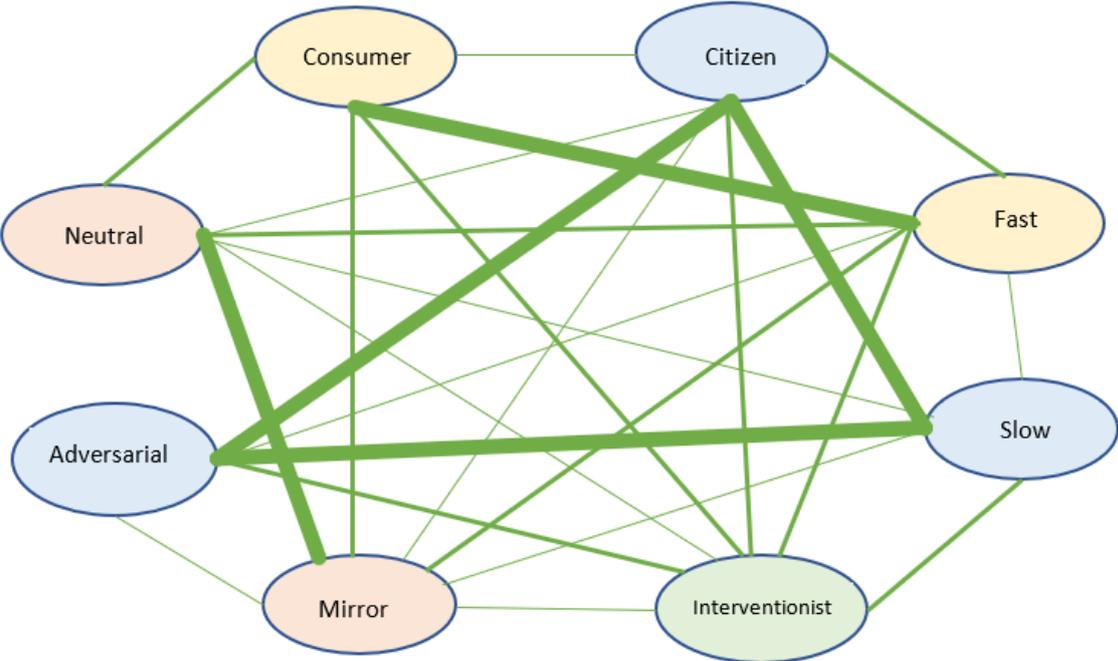
The *mirror* position has by far its strongest link with the neutral position.

The *interventionist* position is related to the citizen position, followed by the fast and the consumer position.

<sup>15</sup> For correlations of each of the eight Positions with Tasks, Attitudes, Ethics, Trends and Qualifications: see Appendix VI.

Figure 7.3.1. gives a graphic representation of the many correlations and their strength. The thickest line represents significant correlations higher than .500, the thinnest line represents significant correlations lower than .200, and the middle line represents the significant correlations that are in between.

**Figure 7.3.1.** Strengths of correlations between positions



The strongest connections are between the following positions:

- Consumer and Fast
- Citizen and Slow and Adversarial
- Mirror and Neutral

The Interventionist position remains as a stand-alone.<sup>16</sup>

An exploratory Principal Component Analysis has been carried out as a check on these outcomes. Table 7.3.2. shows the results of this analysis: four components that are consistent with figure 7.3.1., as might be expected.

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<sup>16</sup> In our earlier European study on the view of teachers on Roles, Values and Qualifications the Interventionist position was strongly linked to the Citizen positions, which lead to four pairs of strongly connected positions. See: Drok, N. (2019). *Journalistic Roles, Values and Qualifications in the 21<sup>st</sup> Century; How European journalism educators view the future of a profession in transition*. Zwolle/Mechelen: Windesheim/EJTA, p.76.

**Table 7.3.2.** Rotated Component Matrix

	Component			
	1	2	3	4
Monitor and scrutinize civil society organizations	0,747	-0,002	0,042	0,021
Monitor and scrutinize business organizations	0,716	-0,026	-0,033	-0,047
Provide in-depth background information	0,713	0,083	-0,079	0,022
Expose social abuses	0,698	0,046	0,015	0,133
Stand up for the disadvantaged	0,676	0,005	-0,047	0,155
Provide info that people need to make political decisions	0,671	0,124	-0,016	-0,012
Monitor and scrutinize government	0,656	0,032	0,035	-0,065
Motivate people to get socially involved	0,610	0,013	0,179	0,331
Provide analysis and interpretation of current affairs	0,590	0,019	0,123	0,092
Point people toward possible solutions for societal problems	0,586	0,035	-0,008	0,396
Give ordinary people a chance to express their views	0,453	0,181	0,291	0,168
Remain strictly impartial	0,003	0,833	0,159	0,096
Be a neutral disseminator of information	0,031	0,779	0,194	-0,049
Be a detached observer	-0,017	0,745	0,132	0,001
Mirror reality as it is	0,076	0,711	0,055	0,118
Let facts speak for themselves	0,109	0,685	0,159	0,093
Not let personal beliefs and convictions influence reporting	0,068	0,665	0,121	-0,172
Concentrate on news that will sell	-0,072	0,073	0,788	0,123
Make as many stories as possible each day	0,094	0,200	0,754	0,152
Treat the public as consumers rather than citizens	-0,108	0,076	0,742	0,108
Provide entertainment and relaxation	-0,014	0,073	0,737	0,086
Concentrate on bringing the latest news	0,213	0,329	0,661	0,048
Get information to the public quickly	0,128	0,277	0,612	0,098
Set the socio-political agenda	0,061	0,082	0,112	0,793
Influence public opinion	0,088	-0,071	0,198	0,779
Promote social change	0,278	0,058	0,268	0,623

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Rotation converged in 5 iterations.

The next step in the process has been to use the eight positions as building blocks for the construction of journalistic roles, in accordance with the Weaver/Wilhoit-tradition. The four components (Table 7.3.2.) can be labelled – in terms of roles – as:

1. Investigator
2. Observer
3. Disseminator
4. Mobilizer

Table 7.3.3. gives an overview of the four roles, the positions they contain and the items that form the scale for their measurement. For each of the four roles the level of scale-reliability is given (Cronbach's Alpha). These four roles (acronym: DIMO) will be used in the analysis that follows.

**Table 7.3.3.** Roles, positions and items

	<b>Roles</b> (Cr.Alpha)	<b>Dimensions:</b> <b>Positions</b> (Cr.Alpha)	<b>Items</b>
1	<b>Disseminator</b> (.839)	<i>Time:</i> <i>Fast</i> (.774)	Get information to the public quickly Make each day as many stories as possible Concentrate on bringing the latest news
		<i>Audience:</i> <i>Consumer</i> (.777)	Provide entertainment and relaxation Concentrate on news that will sell Treat the public as consumers rather than citizens
2	<b>Investigator</b> (.866)	<i>Time:</i> <i>Slow</i> (.691)	Provide analysis and interpretation of current affairs Provide in-depth background information Provide information that people need to make political decisions
		<i>Power:</i> <i>Adversarial</i> (.770)	Monitor and scrutinize government Monitor and scrutinize business organisations Monitor and scrutinize civil society organisations Expose Social abuses
		<i>Audience:</i> <i>Citizen</i> (.715)	Give ordinary people a chance to express their views Motivate people to get socially involved Stand up for the disadvantaged Point people toward possible solutions for societal problems
3	<b>Mobilizer</b> (.711)	<i>Reality:</i> <i>Interventionist</i> (.711)	Promote social change Influence public opinion Set the socio-political agenda
4	<b>Observer</b> (.851)	<i>Reality:</i> <i>Mirror</i> (.679)	Mirror reality as it is Let facts speak for themselves Let beliefs and convictions not influence reporting
		<i>Power:</i> <i>Neutral</i> (.822)	Be a detached observer Remain strictly impartial Be a neutral disseminator of information

The distinguished roles have different orientations, which can – when reduced to the essence – be described as follows:<sup>17</sup>

The first two roles – Disseminator and Investigator – are primarily oriented towards the ontology of journalism: what should a journalist do? The principal distinction between the two roles in this field is a focus on the latest news (disseminator) versus a focus on context (investigator).

The third and fourth role – Mobilizer and Observer – are primarily oriented towards the epistemology of journalism: how should a journalist relate to (social) reality? The principal distinction between these two roles is being a mirror (observer) or a mover (mobilizer).

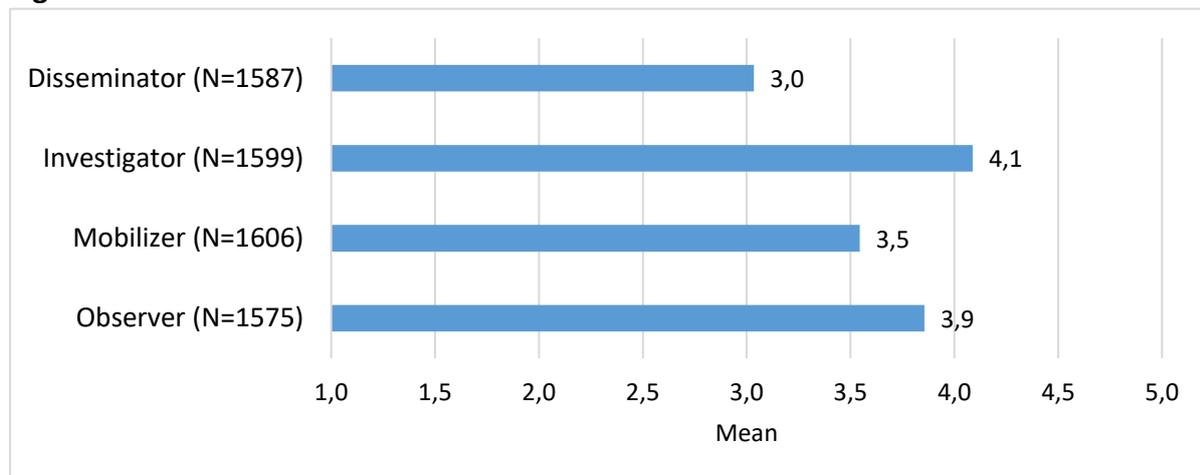
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<sup>17</sup> This effort to *reduce* complexity resembles the work of Donsbach & Patterson (2004) who did a similar kind of exercise by using two basic dimensions for defining journalistic roles: passive versus active on one hand and advocate versus neutral on the other. These dimensions were specifically relevant for roles for political news journalists.

#### 7.4. Roles Global and by Region

On the global level, the future importance of the four roles have different means. On a 5 point scale (1=much lower, 3=same as now, 5=much higher importance; see Appendix I), the mean score of the Disseminator role is 3,0, which means: no change in importance. The other three roles have a score higher than 3,0, which means that journalism educators around the globe on average believe that these roles should become more important in the next ten years. The Investigator role has the highest mean score (4,1), followed by the Observer role (3,9) and the Mobilizer role (3,5). See Figure 7.4.1.

**Figure 7.4.1.** Mean scores Roles Global



Just as the eight positions, the four roles are not mutually exclusive. One can find that the Disseminator role as well as the Investigator role should become more important in the years ahead, or the Investigator role as well as the Observer role, and so on. Table 7.4.1 shows the correlations between the four roles. All correlations are positive and significant. The Investigator role has the strongest relation with the Mobilizer role (.333) and the Disseminator role has the strongest link with the Observer role (.376), closely followed by the Mobilizer role (.368).

**Table 7.4.1.** Correlations Roles Global

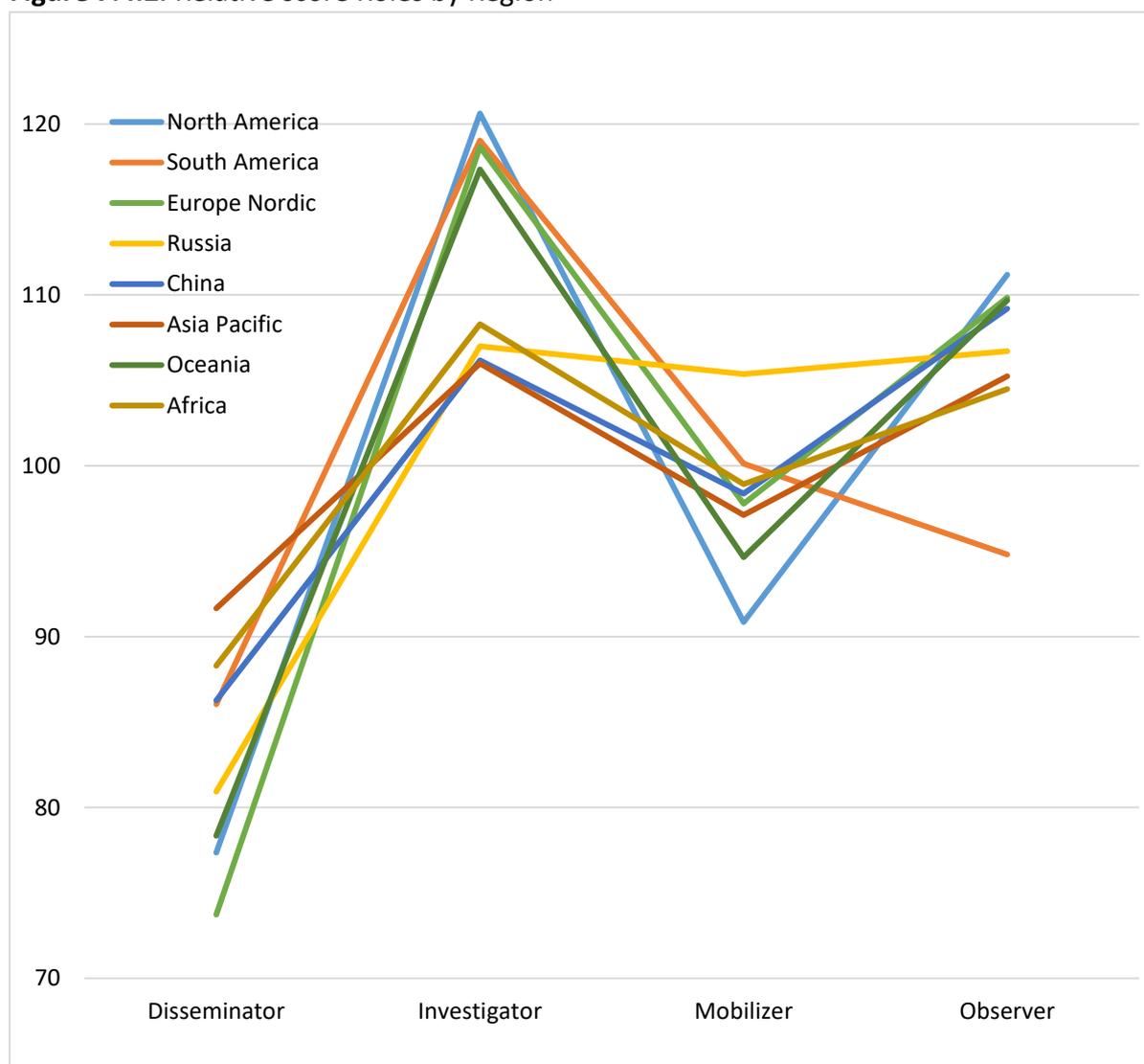
	Disseminator	Investigator	Mobilizer	Observer
Disseminator	1	,152*	,368*	,376*
Investigator		1	,333*	,150*
Mobilizer			1	,105*
Observer				1

\*. Correlation is significant at the 0.01 level (2-tailed).

The four roles are not strongly influenced by the background variables gender, age, education and teaching subject (see Appendix IV: Role orientations and background variables).

One of our main research interests is to get more insight in similarities and differences between journalism educators around the world. Figure 7.4.2. gives an overview of how educators in the eight distinguished regions value the future of the four roles. For the sake of visual clarity, the figure shows lines instead of dots, although we are not dealing with continuous variables. The average of the mean scores on the four roles is set on 100 for each region, in an attempt to mitigate differences in response styles.<sup>18</sup>

**Figure 7.4.2.** Relative score Roles by Region



<sup>18</sup> For more information on the issue of differences in response styles, see for instance:

Hofstede, G. 2001. *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations*. Thousand Oaks, CA : SAGE Publications

Beugelsdijk, S., Kostova, T., Kunst, V. E., Spadafora, E. & van Essen, M. (2018). Cultural distance and firm internationalization: A meta-analytic review and theoretical implications. *Journal of Management*, 44, 89-130.

Harzing, A.W. (2006). Response Styles in Cross-national Survey Research; A 26-country Study. *International Journal of Cross Cultural Management*, 6(2), 243-266

In general the regions show a similar kind of pattern, with a relative low score for the Disseminator role, a relatively high score for the Investigator role, a relatively low score for the Mobilizer role and a relatively high score for the Observer role. Within this overall pattern, there are some clear exceptions and differences.

North-America, Nordic Europe and Oceania share a very low score on the Disseminator role in combination with a very high score on the Investigator role. South-America can also be seen as part of this group, although it has a somewhat higher relative score on the Disseminator role. Asia-Pacific, China and Africa all have a far less distinct difference between the Disseminator and the Investigator role. Russia can also be seen as part of this group, although it has a lower relative score on the Disseminator role. It is the assessment of the desired future importance of the Investigator role that has the clearest divisive effect on the eight regions, splitting them into two global groups: on one hand the regions from America, Europe and Oceania and on the other hand from Asia and Africa.

This distinction is far less obvious with regard to the Mobilizer and Observer role. The relative score for the Mobilizer role is close to 100 for most regions. Russia shows a relatively high score, whereas North-America and – to a lesser extent – Oceania have relative low scores. All others are in between and close to each other. With regard to the Observer role, the differences are somewhat more striking. North-America, Oceania and Nordic Europe do have rather high scores, but are in this case as a group accompanied by China. A second group is formed by Africa and Asia Pacific, together with Russia. The most deviant score was found in South-America, where the Observer role has a relative score clearly below 100.

Table 7.4.2. shows the correlations between the four roles on the regional level. The first region on the list, North-America, shows a pattern that one might have expected beforehand: strong positive correlations between Investigator and Mobilizer ( $,329$ ) and between Disseminator and Observer ( $,257$ ), and a strong negative correlation between the Mobilizer and Observer ( $-,340$ ). All other correlations, whether positive or negative, are not significant. Precisely the same pattern can be found in Oceania. That also counts for South-America, but here the negative correlation between Mobilizer and Observer ( $-,161$ ) does not reach the defined level of significance. On the other hand the Disseminator and Investigator do have a significant negative relationship.

The Russian pattern closely resembles the North-American too, but only with regard to the Investigator/Mobilizer and the Disseminator/Observer relationships. Nordic Europe also has a strong positive correlation for the Investigator/Mobilizer connection, but not for the other ones.

China shows a very different pattern, with all roles strongly and positively connected. The African pattern looks somewhat like the Chinese one: the Disseminator role positively correlates with the Investigator role, with the Mobilizer role and with the Observer role.

Finally, the pattern in Asia-Pacific is more or less the opposite of the North-America/Oceania pattern: the Disseminator role is clearly related to the Mobilizer role and the Investigator role to the Observer role. There are no other significant relations than these two.

The regional outcomes shown in Table 7.4.2. do shed some light on the earlier Table 7.4.1 about the Global correlations between the four roles. The mutually deviating and sometimes even contradictory regional scores, lead to an outcome where all correlations are positive and significant on the aggregate, global level. The regional outcomes suggest that the line of questioning that follows the Weaver/Wilhoit-tradition induces more or less expected outcomes in the America's, in Oceania, in Europe and partly in Russia, but not in Asia and Africa.

In Chapter 13 the regional outcomes are given in more detail.

**Table 7.4.2.** Correlations Roles by Regions

Region		Investigator	Mobilizer	Observer
North America	<i>Disseminator</i>	-0,064	0,025	,257*
	<i>Investigator</i>		,329*	-0,036
	<i>Mobilizer</i>			-,340*
South America	<i>Disseminator</i>	-,180*	0,114	,339*
	<i>Investigator</i>		,202*	-0,015
	<i>Mobilizer</i>			-,161
Europe Nordic	<i>Disseminator</i>	0,057	0,088	-0,001
	<i>Investigator</i>		,303*	0,029
	<i>Mobilizer</i>			-0,102
Russia	<i>Disseminator</i>	-0,017	0,113	,243*
	<i>Investigator</i>		,201*	0,128
	<i>Mobilizer</i>			0,016
China	<i>Disseminator</i>	,372*	,322*	,343*
	<i>Investigator</i>		,396*	,501*
	<i>Mobilizer</i>			,412*
Asia Pacific	<i>Disseminator</i>	0,007	,243*	0,098
	<i>Investigator</i>		,134	,279*
	<i>Mobilizer</i>			0,003
Oceania	<i>Disseminator</i>	-0,015	-0,065	,475*
	<i>Investigator</i>		,338	-0,166
	<i>Mobilizer</i>			-,326
Africa	<i>Disseminator</i>	,305*	,549*	,486*
	<i>Investigator</i>		,402*	-0,007
	<i>Mobilizer</i>			,182

\*. Correlation is significant at the 0.01 level (2-tailed).

## 7.5. Conclusion

In several sociological traditions, roles are seen as a crucial part of the culture of a group. In the study of the culture of journalism, journalistic roles are a key element. Most of the huge quantity of research that has been done on journalistic roles over the past decades, has centred around the view of journalists themselves. So far, no large-scale study on the views of *teachers* on journalistic roles has been done, at least not on the global level. This is seen as a neglect, because the views of teachers have an impact on the ways in which new generations of journalists will define their role in society.

Using the literature on the most important values of journalism, four dimensions were distinguished as a basis for categorizing and analyzing journalistic roles: Audience, Power, Time, Reality. On the basis of these four dimensions, eight positions were introduced and used as building blocks for the construction of journalistic roles as well as for the scales to enable their measurement.

This procedure resulted in four roles: Disseminator, Investigator, Mobilizer and Observer. The first two are primarily oriented towards the issue of what a journalist should do. The principal distinction between the two roles in this field is a focus on the latest news (Disseminator) versus a focus on context (Investigator).<sup>19</sup> The third and fourth role – Mobilizer and Observer – are primarily oriented towards the issue of how a journalist should relate to (social) reality. The principal distinction between these two roles is being a mirror (observer) or a mover (mobilizer).<sup>20</sup> For each of the roles a scale with satisfying scale reliability is constructed.

On average, journalism educators around the world do not desire a growing role for the Disseminator. This is especially the case in the classical ‘Western’ regions of the world, such as America, Europe, Oceania. The Investigator role clearly gets more support. This counts for all global regions, but the strongest for – again – the ‘Western’ regions. In general, there is a relatively strong adherence to the Observer role across the world, especially in the ‘West’. The desired future importance for the Mobilizer role is moderate, and relatively low in North America and Oceania.

It is unlikely that these differences are caused by differences in the background variables (gender, age, education, teaching subject), as these play a limited role. Instead, it seems more likely that these differences are the result of differences in the political sphere and the connecting media systems in the various regions. This connects to the outcomes of Hanitzsch et al. (2019) with regard to their attempt to model journalistic cultures around the world on the basis of the views of journalists themselves: “one of the key patterns seems to be the

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<sup>19</sup> Cf. Drok, N, & Hermans, L. (2016). Is there a future for slow journalism?, *Journalism Practice*, 10:4, 539-554, DOI: 10.1080/17512786.2015.1102604

<sup>20</sup>Cf. Gyldensted, C. (2015). *From Mirrors to Movers*. Five Elements of Positive Psychology in Constructive Journalism. Charleston (SC): G Group Publishing.

distinction along major political and socio-economic factors” (p.288). So next to the many similarities with regard to the views of journalism educators from different global regions on journalistic roles, there is also still a classical distinction between the ‘West and the rest’.

The variety in assessments with regard to journalistic roles of journalism educators in the various global regions underline the view that there are several ways of doing journalism, dependant of the societal context.



## 8. PROFESSIONAL ETHICS

This chapter deals with one of the most important aspects of journalistic values: professional ethics. The questionnaire contained 16 items about disputable journalistic practices. Whether or not a specific practice, for instance using a hidden camera, is found acceptable can depend on the context.

### 8.1. Ethics Global

Research into the ethical orientations of practicing journalists around the globe found that journalists themselves strongly subscribe to a so-called absolutist view on ethics.<sup>21</sup> The view that journalists should always adhere to codes of professional ethics, regardless of situation or context had a far higher mean score than the view that what is ethical in journalism depends on the specific situation ( $M=4.47$  versus  $M=3.13$  on a 5 point scale from strongly agree to strongly disagree).

In our earlier research on the views of journalism *teachers* in Europe<sup>22</sup>, we found that educators do not share such a strong absolutist view on ethics. The overwhelming majority of the comments on the question about ethics were that it all depends on the context. In a potentially life-threatening situation far more disputable practices are found to be acceptable than when the stakes are much lower. Because journalism teachers appeared to be more on the contextual side than on the absolutist side in comparison to practicing journalists, the question about the acceptability of practices was asked within the frame of a given context, be it still in a not too specific way:

*“The following question is about professional ethics. Consider an assignment about an important economic topic given to a journalist. We would like to know whether or not you find that certain practices are acceptable. The following practice is acceptable in case of an important economic topic.*

*5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree 9 Don't know”*

None of the 16 distinguished practices is assessed by most respondents as being acceptable in the context of an assignment about an important economic topic (Figure 8.1.1.). Ten of the practices are found acceptable by less than 10% of the respondents. Overall, accepting money from sources is seen as the least acceptable. Next to that, there are three practices that are found acceptable by less than 2,5% of the teachers. These are: ‘Alter quotes from sources substantially’(2,4%), Publish a story with unverified content’ (2,4%), and ‘Alter photographs substantially’(2,3%).

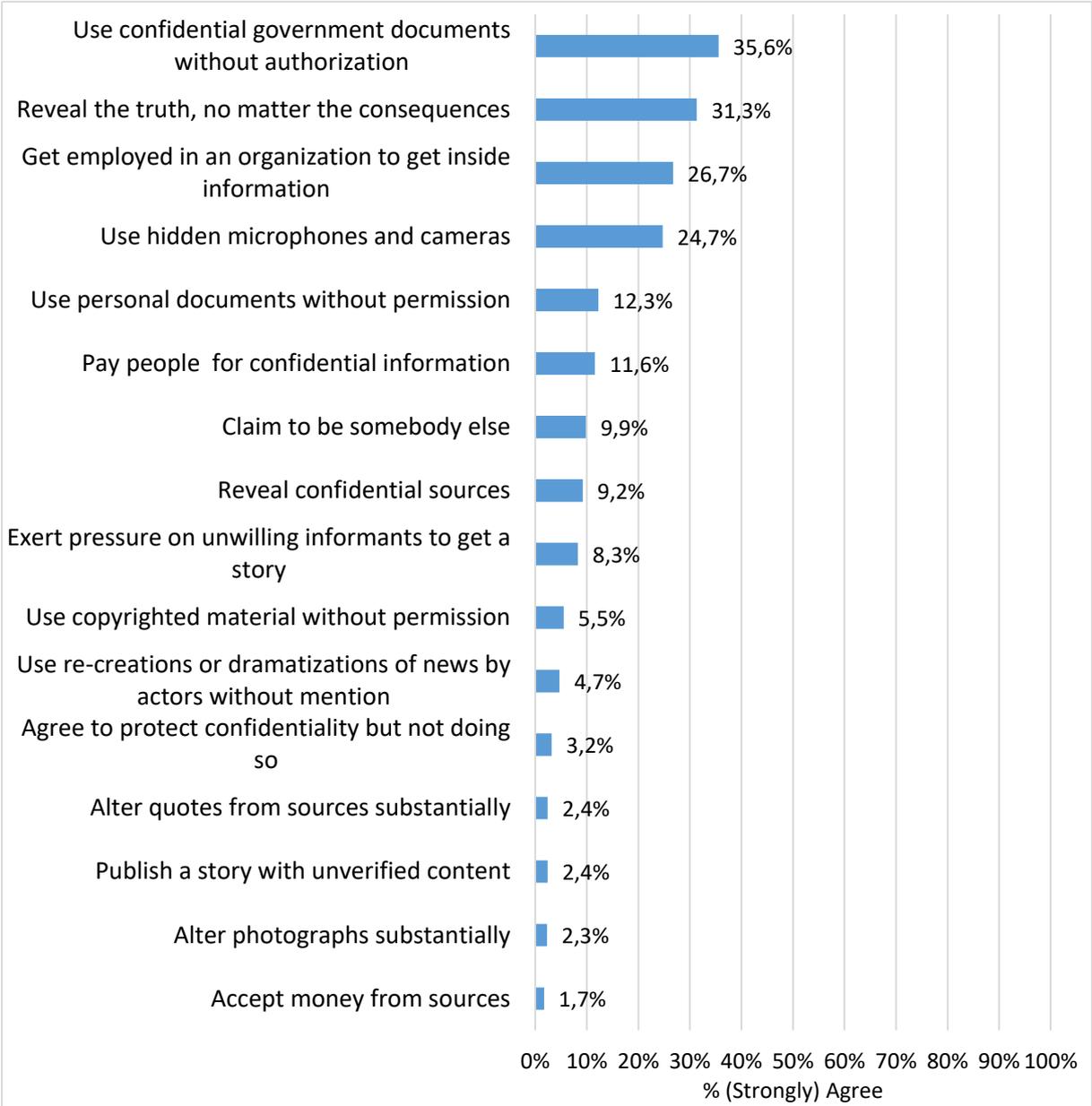
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<sup>21</sup> See: Hanitzsch, T., Hanusch, F., Ramaprasad, J. & De Beer, A.S. (eds) (2019). *Worlds of Journalism. Journalistic Cultures Around the Globe*. New York: Columbia University Press, pp. 205-231.

<sup>22</sup> Drok, N. (2019). ‘*Journalistic Roles, Values and Qualifications; How European journalism educators view the future of a profession in transition*’. Zwolle/Mechelen: Windesheim/EJTA. Available as a PDF at [www.ejta.eu/publications](http://www.ejta.eu/publications).

At the top of the list, there are four items with a relatively high score, ranging from 24,7% to 35,6% agreement. One of those, ‘Reveal the truth, no matter the consequences’ is not so much a genuine practice; it is more like an attitude. It can be interpreted in various ways, depending on whose consequences are meant: the consequences for the journalist, the consequences for the person that is the subject of the story, the consequences for society as a whole. This can influence the outcomes, for instance between teachers from countries with high and low levels of press freedom.<sup>23</sup> The three practices that are seen relatively acceptable, compared to the others, are ‘Use confidential government documents without authorization’, ‘Use hidden microphones and cameras’ and ‘Get employed in an organization to get inside information’.

**Figure 8.1.1.** View of teachers on disputable practices



<sup>23</sup> See: [www.rsf.org](http://www.rsf.org)

**Figure 8.1.2.** Views of teachers on disputable practices  
Percentage of respondents with comments



About 13% of the respondents (212 respondents =13,4%) commented on the question about ethics (Figure 8.1.2.). The vast majority of these comments fall within one category, namely 'it depends'. Examples are:

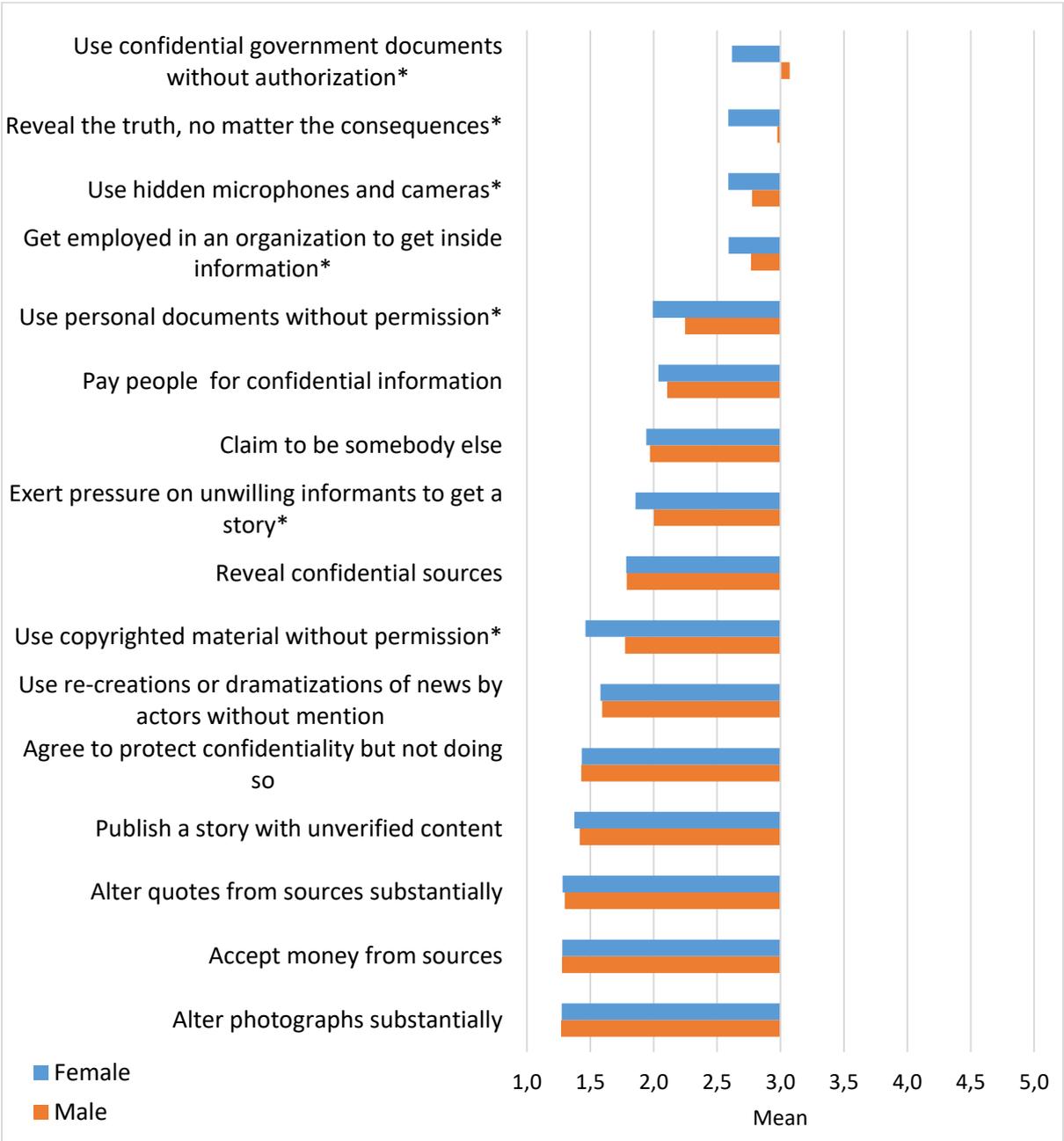
- *Difficult questions - my natural answer to most of them would be 'depends on the situation' (weighing up the potential pros and cons).*
- *Many of these require an 'it depends' addendum*
- *These are all topics I cover in my media ethics course. All codes of ethics are centered on truth-telling/honesty. Extreme circumstances might allow for some of these actions, but only when the means justify the ends.*
- *In some cases there should be a chance to publish a story even if you cannot verify every detail, but that should be mentioned in the story.*
- *I replied neutral on several answers because there is a need to evaluate the specific circumstances and actions to weigh the appropriate ethical and legal actions to take.*
- *In order to be a reliable journalist, we should always stick to ethic so public / citizen will always put trust on professional journalists.*

## 8.2. Ethics by background variables

### 8.2.1. Gender

Female and male teachers show strong agreement on ethical issues. Overall, females have a slightly lower level of acceptance of disputable practices. In 7 out of 16 cases the difference is statistically significant. Of these 7, there are 5 at the top of the list and they all concern the process of information gathering: females are less supportive of practices such as using hidden microphones or using documents without permission.

Figure 8.2.1. Gender and acceptability of disputable practices

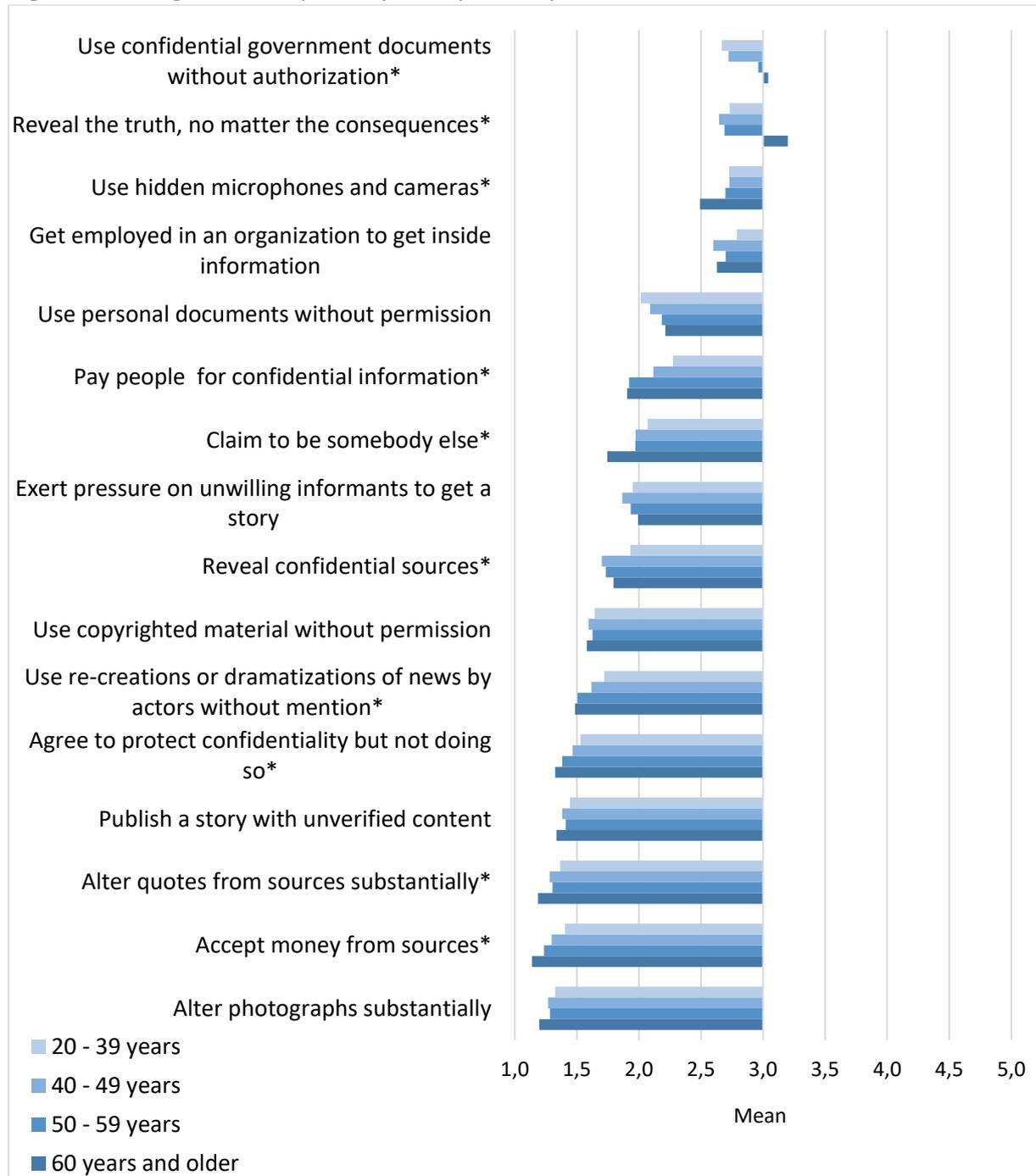


\* The difference between females and males is significant (One-way ANOVA with  $p < .05$ ).

### 8.2.2. Age

There is a high level of consensus between age groups when it comes to the acceptability of various disputable practices. However, there are seven items on which the difference in view – although still rather small – is statistically significant. In almost all cases, this is caused by the younger teachers, who seem to be a little more permissive.

**Figure 8.2.2.** Age and acceptability of disputable practices

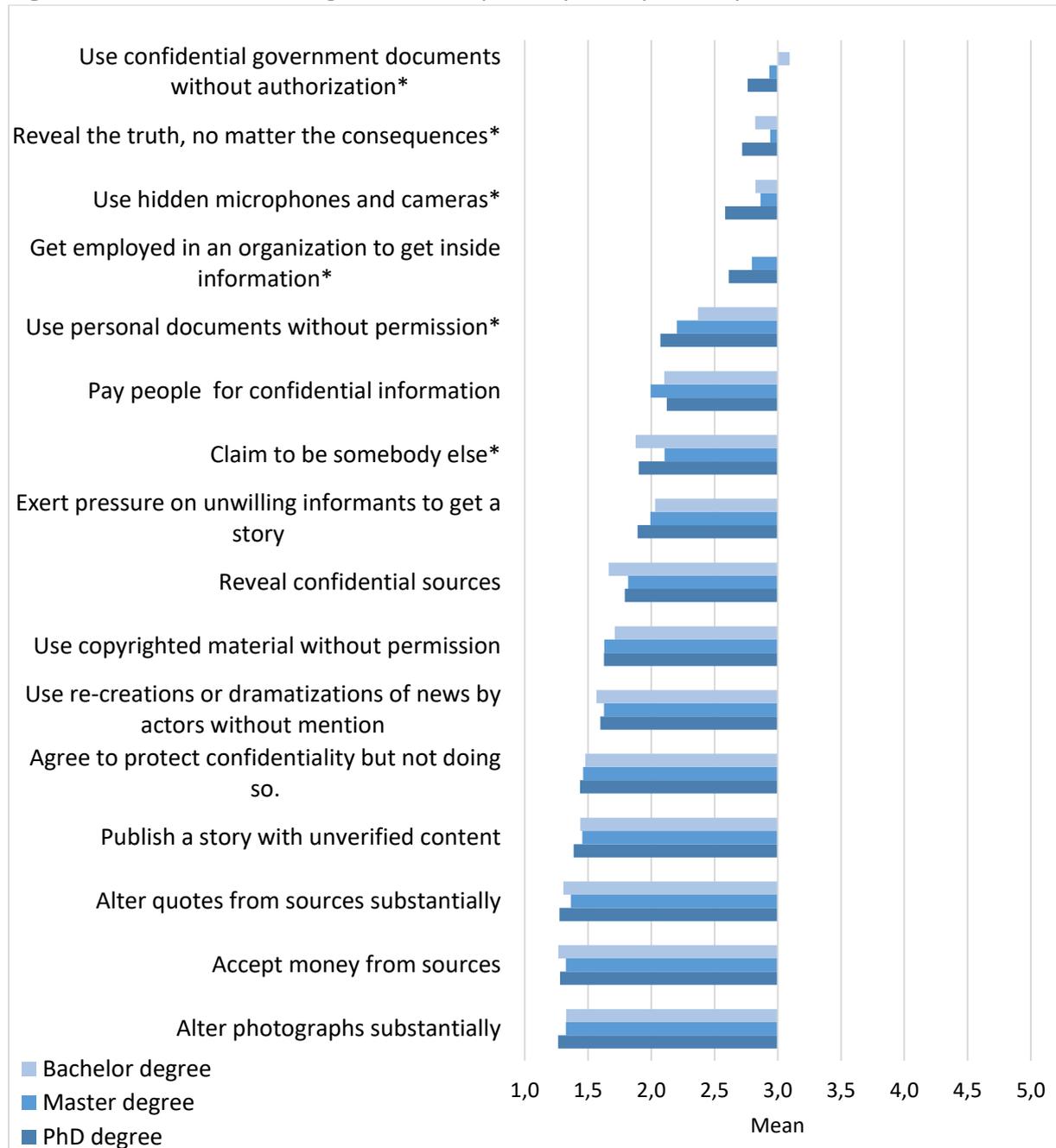


\* The difference between age groups is significant (One-way ANOVA with  $p < .05$ ).

### 8.2.3. Educational degree

Educational degree does not make a huge difference when it comes to the assessment of disputable journalistic practices. On 6 items the differences between the three educational groups are statistically significant, 5 of which are at the top of the list and mostly concern the phase of gathering information from sources. In these cases the teachers with a PhD degree seem to be the most reluctant.

**Figure 8.2.3.** Educational degree and acceptability of disputable practices

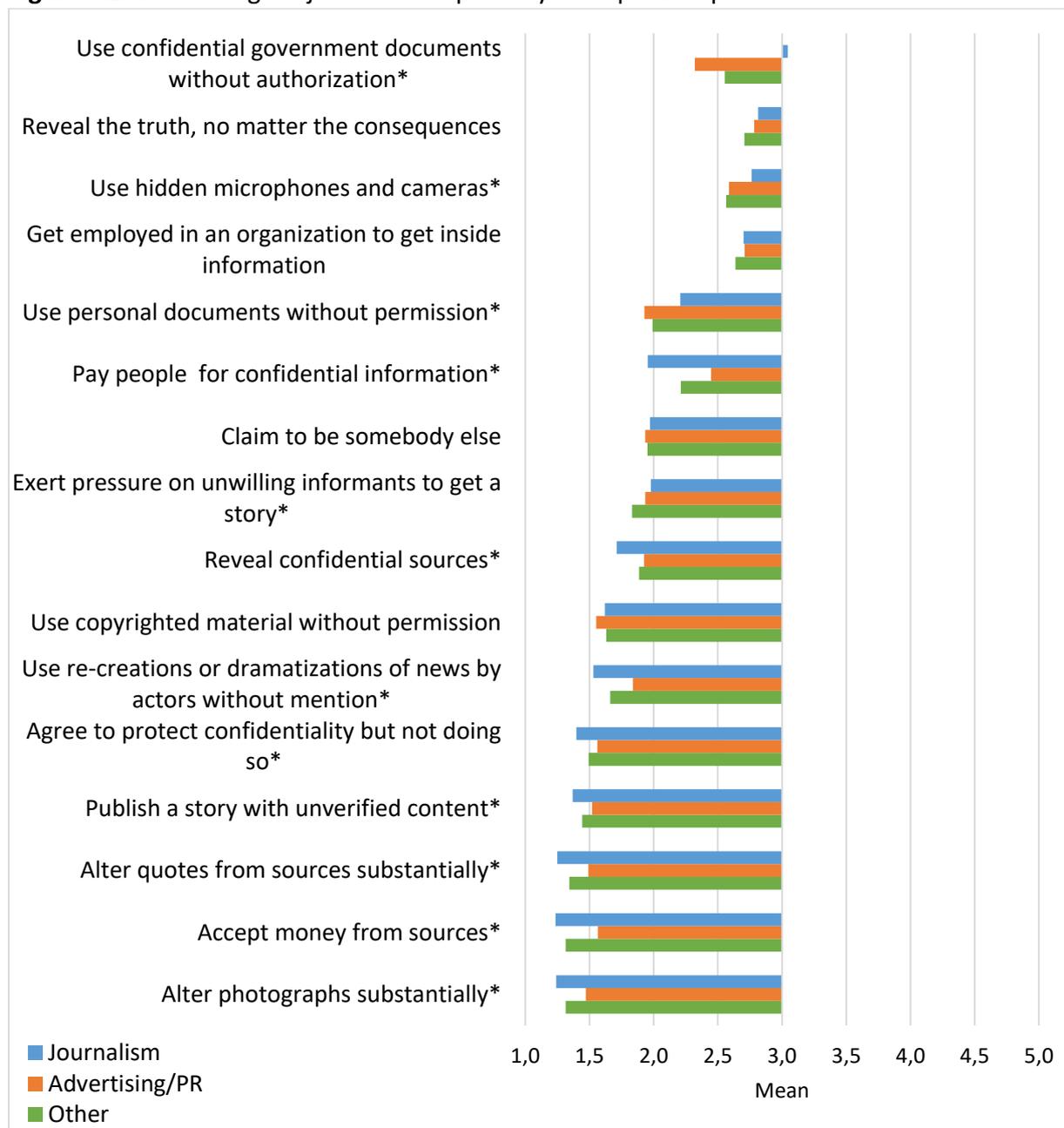


\* The difference between educational degrees is significant (One-way ANOVA with  $p < .05$ ).

### 8.2.4. Teaching subject

Just as was the case in chapter 5 (Tasks) and chapter 6 (Attitudes), teaching subject is the background variable that has the strongest impact. Although the differences between the three groups of teachers stay modest, they are statistically significant in 12 out of 16 cases. For the most part, the differences are caused by a deviant view of the Advertising/PR teachers. In general, these teachers are more critical about using information (government documents, personal documents, copyrighted material) without permission.

**Figure 8.2.4.** Teaching subject and acceptability of disputable practices



\* The difference between teaching subjects is significant (One-way ANOVA with  $p < .05$ ).

On the other hand, they are less critical about practices that involve payments (paying for information, accepting money from sources). Furthermore, they seem to be less critical about misleading the public, through altering quotes or photos considerably, using unverified content, and using dramatizations with actors without mention. Finally, this group of teachers is a little less reluctant to accept violation of confidentiality ('Reveal confidential sources', 'Agree to protect confidentiality but not doing so'). Although the differences are modest, respondents that teach Advertising/PR do have a more or less systematic different view than the other teachers.

### **8.3. Ethics by Region**

The ranking by region of disputable journalistic practices in the order of acceptability shows an overall high level of consensus (Figure 8.3.1.). All ranking correlations are higher than 0,85 and the standard deviations are mostly below 2,00.

Nevertheless, there are some interesting differences in the ranking by region. In most of these cases, Russia and China are involved: teachers in these two regions are most likely to have a somewhat deviant view.

Looking at the top of the global ranking, 'Use confidential government documents without authorization' is the most acceptable (or: least unacceptable) practice. In Russia (4), China (5) and Asia Pacific (4), this practice is found less acceptable and does not have a top 3 ranking. The global number 2, 'Reveal the truth, no matter the consequences', does not have a top 3 ranking in Russia (5), China (4) and Nordic Europe (4). The differences between the regions with regard to the global number 3 and 4 are limited (SD around 1,00), but the global number 5, 'Use personal documents without permission', has a clearly lower ranking in Russia (9), China (9) and Asia Pacific (10).

These outcomes show that trying to gather documents without permission is less acceptable in the view of teachers from Russia, China and Asia Pacific than in the eyes of teachers elsewhere. On the other hand, teachers in Russia and China find 'Pay people for confidential information' more acceptable than their peers in other regions. Next to that, especially Russian teachers find 'Accept money from sources' less unacceptable than the other teachers.

Despite these differences, the overall picture is one of a high level of agreement on the acceptability of the various practices. North America, South America, Oceania and Africa have rankings that are very close to the global one: their rank correlations are 0,95 or even higher. Russia, China, Asia Pacific and Nordic Europe show lower – but still pretty high – correlation figures.

**Table 8.3.1.** Ethics by Region

ETHICS	GLOBAL <sup>24</sup>	North America	South America	Europe Nordic	Russia	China	Asia Pacific	Oceania	Africa	SD
<b>N=</b>	1561	312	264	100	185	258	218	54	116	
Use confidential government documents without authorization	1	2	1	1	4	5	4	1	3	1,49
Reveal the truth, no matter the consequences	2	1	3	4	5	4	1	2	1	1,49
Use hidden microphones and cameras	3	4	2	2	2	2	2	4	4	0,97
Get employed in an organization to get inside information	4	3	4	3	1	1	3	3	2	1,00
Use personal documents without permission	5	5	5	6	9	9	10	5	6	1,96
Pay people for confidential information	6	8	8	9	3	3	6	6	5	2,12
Claim to be somebody else	7	9	6	5	6	6	7	9	8	1,41
Exert pressure on unwilling informants to get a story	8	6	7	7	10	7	9	7	7	1,22
Reveal confidential sources	9	10	9	11	7	8	5	12	10	2,12
Use copyrighted material without permission	10	7	10	8	13	12	14	8	11	2,39
Use re-creations or dramatizations of news by actors without mention	11	11	12	12	8	10	8	10	9	1,50
Agree to protect confidentiality but not doing so.	12	13	11	15	12	11	11	13	12	1,30
Publish a story with unverified content	13	12	13	10	14	13	15	11	13	1,49
Alter quotes from sources substantially	14	14	15	14	15	15	12	16	14	1,11
Accept money from sources	15	16	16	16	11	14	16	15	16	1,66
Alter photographs substantially	16	15	14	13	16	16	13	14	15	1,12
<b>Rank Correlation</b>	<b>1,00</b>	<b>0,96</b>	<b>0,98</b>	<b>0,91</b>	<b>0,86</b>	<b>0,90</b>	<b>0,86</b>	<b>0,95</b>	<b>0,97</b>	

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<sup>24</sup> 'Europe various' included

#### **8.4. Ethics by Role Orientations**

There are some remarkable outcomes with regard to the relation between the level of approval of more or less disputable journalistic practices and the four role orientations (Table 8.4.1.) The first is that the Investigator role does not have any significant positive correlation with the distinguished practices. The same goes for the Observer role, with a few exceptions. The Disseminator role shows the highest number of significant positive correlations. This is especially the case with regard to the relation with the public, including practices such as altering a photograph substantially, publishing a story without verified content or using dramatizations with actors without mentioning. The Mobilizer role shows a similar pattern, be it less distinct.

Overall, the outcomes suggest that journalism educators that adhere relatively strong to the Disseminator or the Mobilizer role are somewhat less reluctant with accepting disputable practices, as compared to those who adhere relatively strong to the Investigator or the Observer role.

**Table 8.4.1.** Correlations Ethics and Role orientations

ETHICS	Disseminator	Investigator	Mobilizer	Observer
Reveal confidential sources	,155*	,022	,128*	,059
Claim to be somebody else	-,005	,017	,089*	-,071*
Use hidden microphones and cameras	,001	,052	,046	-,033
Pay people for confidential information	,212*	,002	,220*	,069*
Get employed in an organization to get inside information	-,042	,017	,056	-,012
Use confidential government documents without authorization	-,253*	-,030	-,177*	-,307*
Use personal documents without permission	-,131*	-,082*	-,114*	-,170*
Exert pressure on unwilling informants to get a story	,041	-,038	-,007	-,066
Agree to protect confidentiality but not doing so.	,267*	,032	,203*	,117*
Use re-creations or dramatizations of news by actors without mention	,275*	,010	,173*	,106*
Publish a story with unverified content	,172*	-,066	,084*	-,027
Accept money from sources	,259*	-,014	,192*	,060
Alter photographs substantially	,266*	-,023	,154*	,043
Alter quotes from sources substantially	,287*	-,024	,170*	,037
Use copyrighted material without permission	-,062	-,094*	-,035	-,168*
Reveal the truth, no matter the consequences	-,059	-,043	-,116*	,021

\*. Correlation is significant at the 0.01 level (2-tailed).

## 8.5. Conclusion

Journalism educators around the globe are very critical about most of the presented disputable journalistic practices, given the context of *“an assignment about an important economic topic.”* Most of the presented practices are viewed as unacceptable by an overwhelming majority of the respondents. There are only three practices that are viewed as somewhat less unacceptable. All three of them have to do with the process of information gathering: use a hidden microphone or camera, get employed to get inside information and use government documents without authorization.

Looking at the outcomes through the eyelashes, one could say that in general disputable practices are more acceptable in the process of gathering information from sources than in the process of presenting information to the public. Deceiving sources is believed to be more acceptable than deceiving the public, for instance by altering quotes or photos substantially or by publishing a story with unverified content.

Overall, there is a high level of agreement between respondents, regardless of their gender, age, education, teaching subject or the region where they work. The clearest exceptions to that rule are caused by deviant views of teachers of Advertisement/PR and of teachers that work in Russia, China or Asia Pacific. Although often statistically significant, these differences in view were modest.

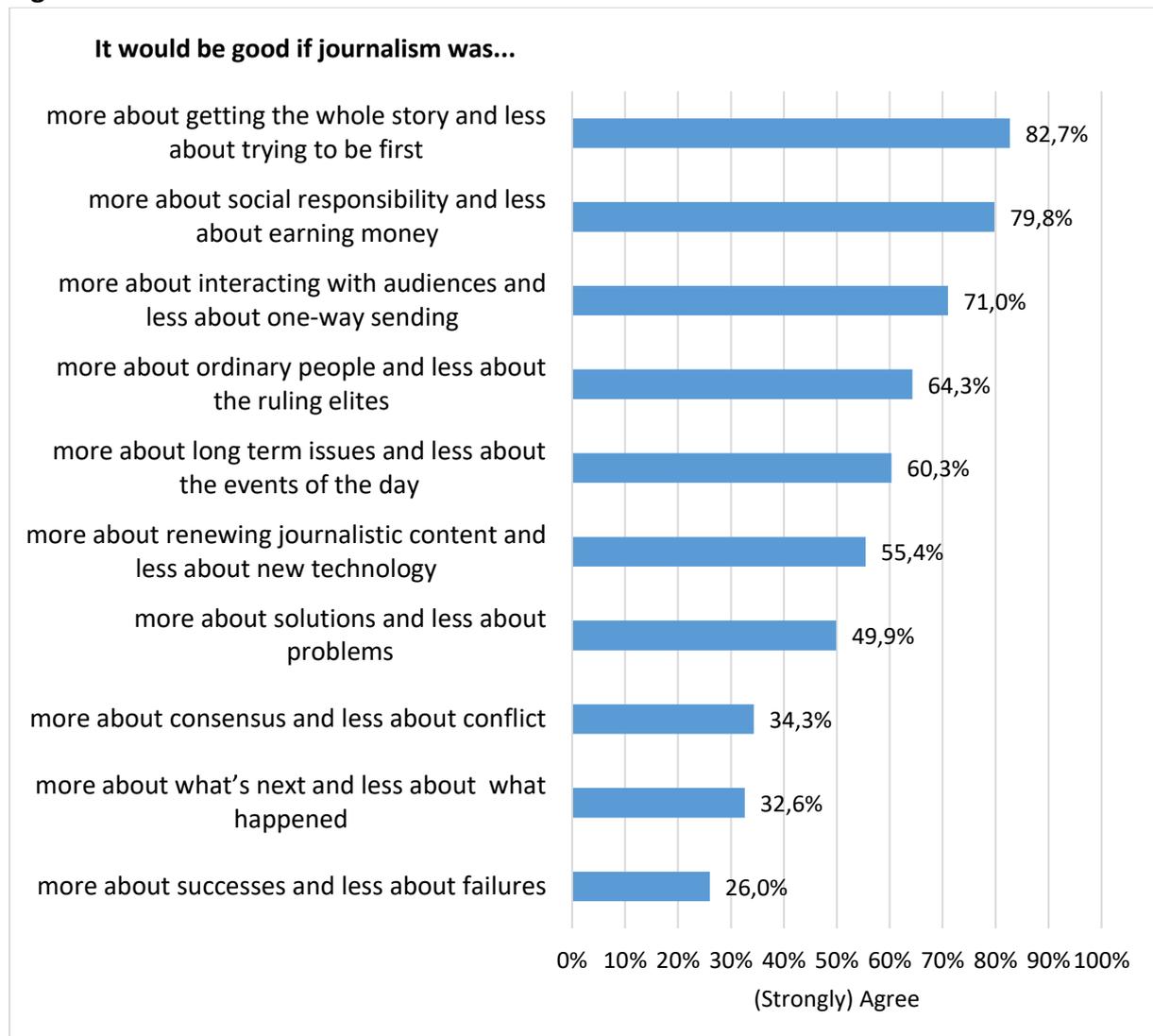
## 9. TRENDS

In many countries there are or have been discussions about whether or not professional journalism should be 'redefined' in the 21<sup>st</sup> century (see Chapter 2). In our survey, 10 statements about the direction in which journalism might evolve were presented. Respondents were asked to indicate to what extent they agree with those statements. The question that was asked, is: "In my view, it would be good if journalism was..."

### 9.1. Trends Global

Figure 9.1.1. gives an overview of the level of agreement with each of the ten statements. The statement that it would be good if journalism was 'more about getting the whole story and less about trying to be first' has the highest level of support: more than 4 out of 5 (82,7%) journalism educators agree or strongly agree with this statement.

**Figure 9.1.1.** Trends Global



The second statement in line is: 'more about social responsibility and less about earning money', which has 79,8% of (strong) agreement. The third in line is: 'more about interacting with audiences and less about one-way sending', with 71,0% (strong) agreement.

Together these three statements give an idea of the direction in which journalism should develop in the eyes of journalism educators.

At the bottom of figure 9.1.1. we find the four statements that can be regarded as pointing in the direction of a more constructive kind of journalism.<sup>25</sup> These statements have relatively low support among journalism educators around the globe: a little more than one out of three educators (34,3%) agrees or strongly agrees with 'more about consensus and less about conflict', almost one out of three (32,6%) with 'more about what's next and less about what happened' and a little more than one out of four (26,0%) with 'more about successes and less about failures'. The only statement that has the support of almost half of the educators (49,9%) is: 'more about solutions and less about problems'.

**Figure 9.1.2.** Views of teachers on trends

Percentage of respondents with comments



About 8% of the respondents (7,8%, N=122) commented on the question about the trends in journalism. These comments can be divided into two main categories, namely 1) 'not either/or' and 2) comments with an explanation or a clarification of the answers given.

Examples of the category 'not either/or', are:

- *Where I've selected Neutral, I don't see the question as either/or.*

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<sup>25</sup> For an introduction on constructive journalism, see:

<https://constructiveinstitute.org/>

Haagerup, U. (2017). *Constructive news; How to save the media and democracy with journalism of tomorrow*. Aarhus: Aarhus University Press.

Hermans, L. & Drok, N. (2018). Placing Constructive Journalism in Context. *Journalism Practice*. Online first May 2018. <https://doi.org/10.1080/17512786.2018.1470900>

- *The last question: Content and new technology sometimes go hand in hand and depend on each other, thus my answer had to be 'neutral'.*
- *I think some of these are difficult to judge because we need to know about the ruling elite, both long- and short-term issues, problems AND solutions, consensus AND conflict, etc.*
- *While discussing 'what's next' is very important, that has to be done in a context of what has happened.*

Examples of the comments with a clarification of the answer given, are:

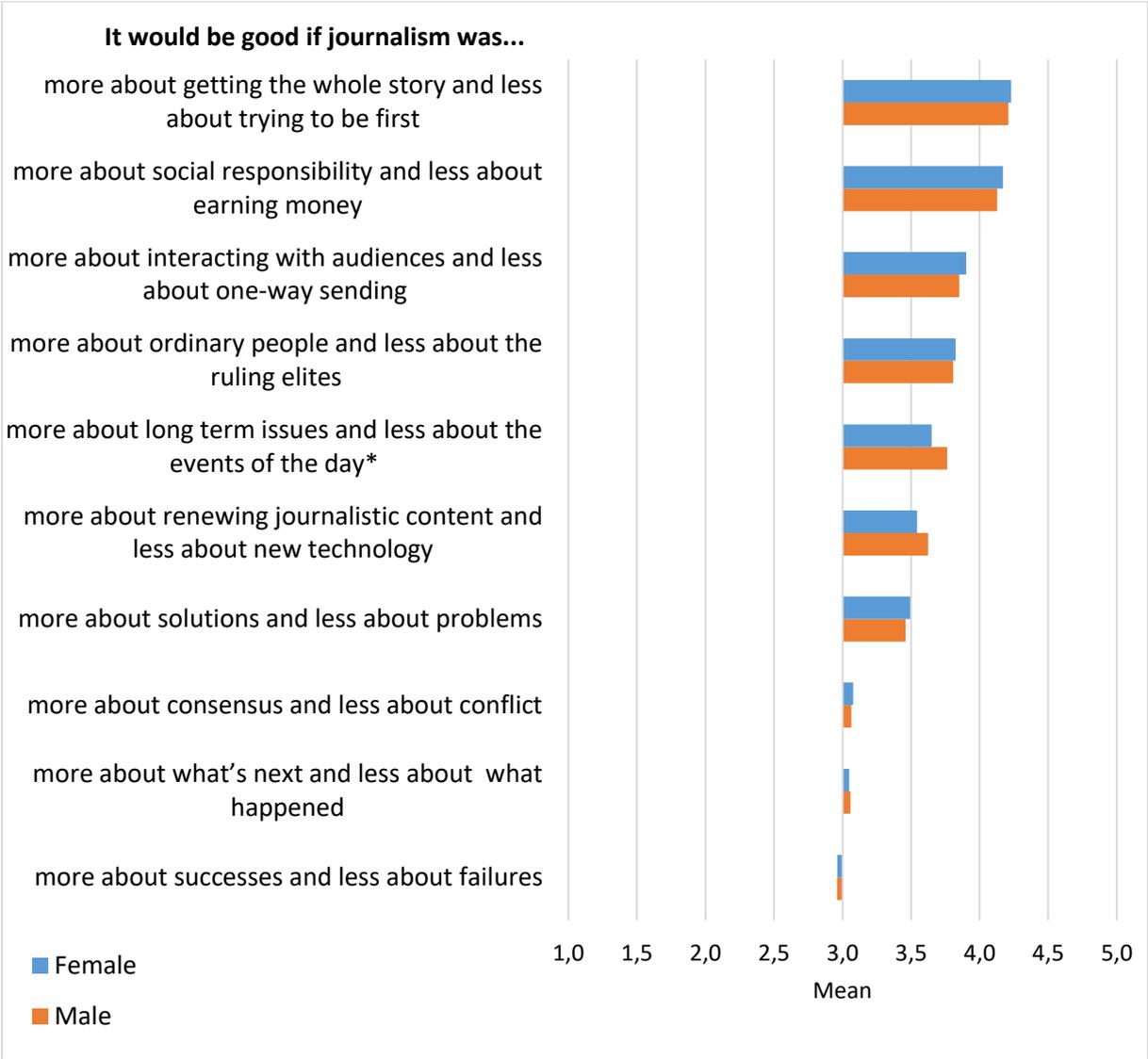
- *We need to find a way to be all about journalism without being all about the technology that is used to practice journalism. We need to find a way to maintain the relevance of a good, verifiable, well-sourced story in the midst of the junk food stories churned out by social media and other Web-based platforms.*
- *News is not about making people feel good, and sounding like everything is rosy in the community. It is about letting audience know quickly what is NEW, and conflict is good because it shows both sides of the issue and gives the non-power players a say.*
- *Getting it right is better than being first. We need more correct, clear information.*
- *Journalists as members of civil society should be more socially responsible and concerned about the plight of ordinary citizens.*

**9.2. Trends by background variables**

**9.2.1. Gender**

The first background variable – Gender – has a neglectable influence on how the statements/trends are assessed (Figure 9.2.1.). There is only one statement about which females and males differ significantly: male educators agree more with the statement ‘more about long term issues and less about the events of the day’. Despite the statistical significance, the difference with female teachers is actually rather small.

**Figure 9.2.1.** Trends by Gender

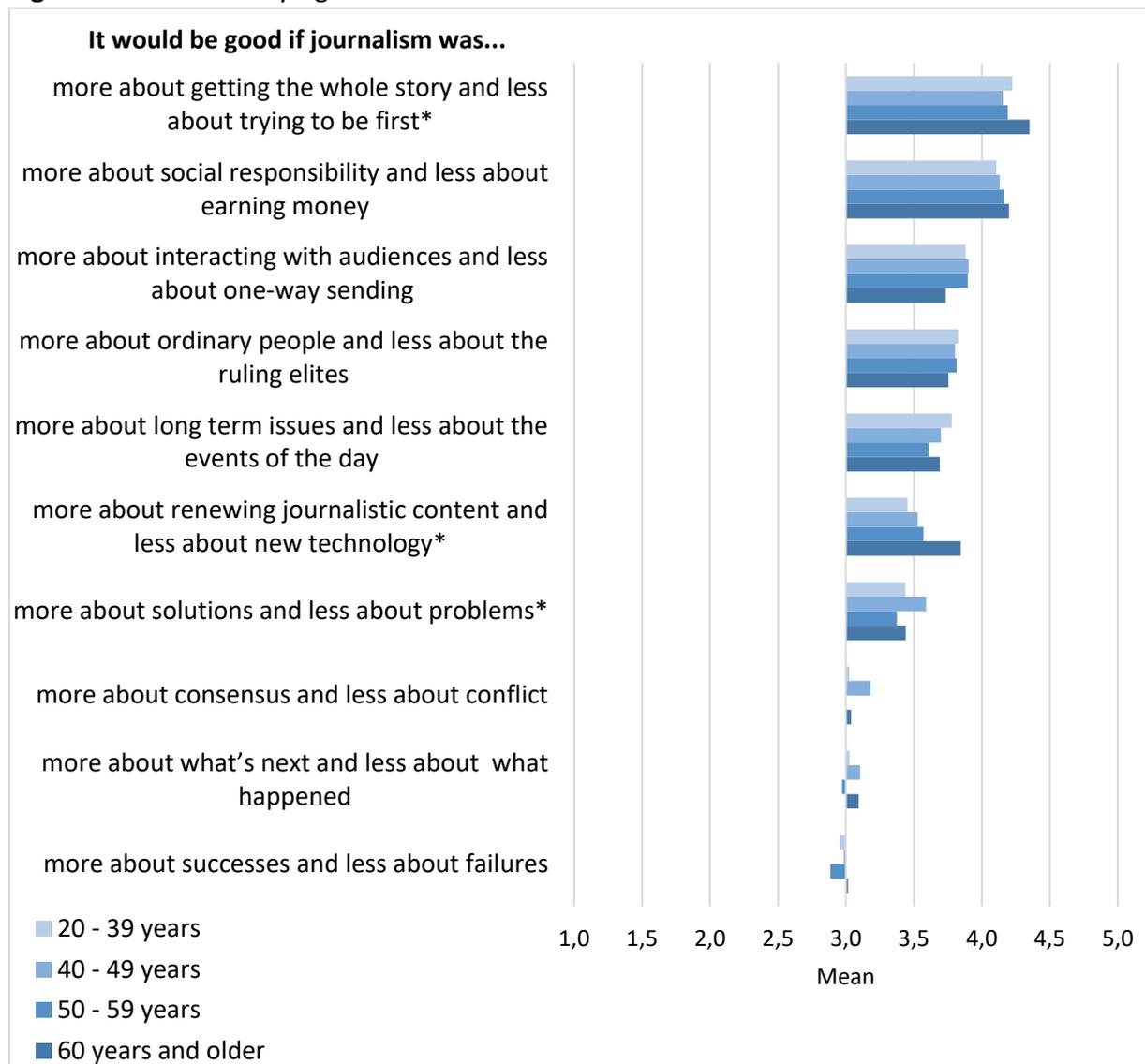


\* The difference between females and males is significant (One-way ANOVA with  $p < .05$ ).

### 9.2.2. Age

The second background variable – Age – has a little more influence than the first one (Gender). Older respondents agree significantly stronger with two statements: ‘more about getting the whole story and less about trying to be first’ and ‘more about renewing content and less about new technology’. Nevertheless, the overall influence of age is limited (Figure 9.2.2.).

**Figure 9.2.2.** Trends by Age

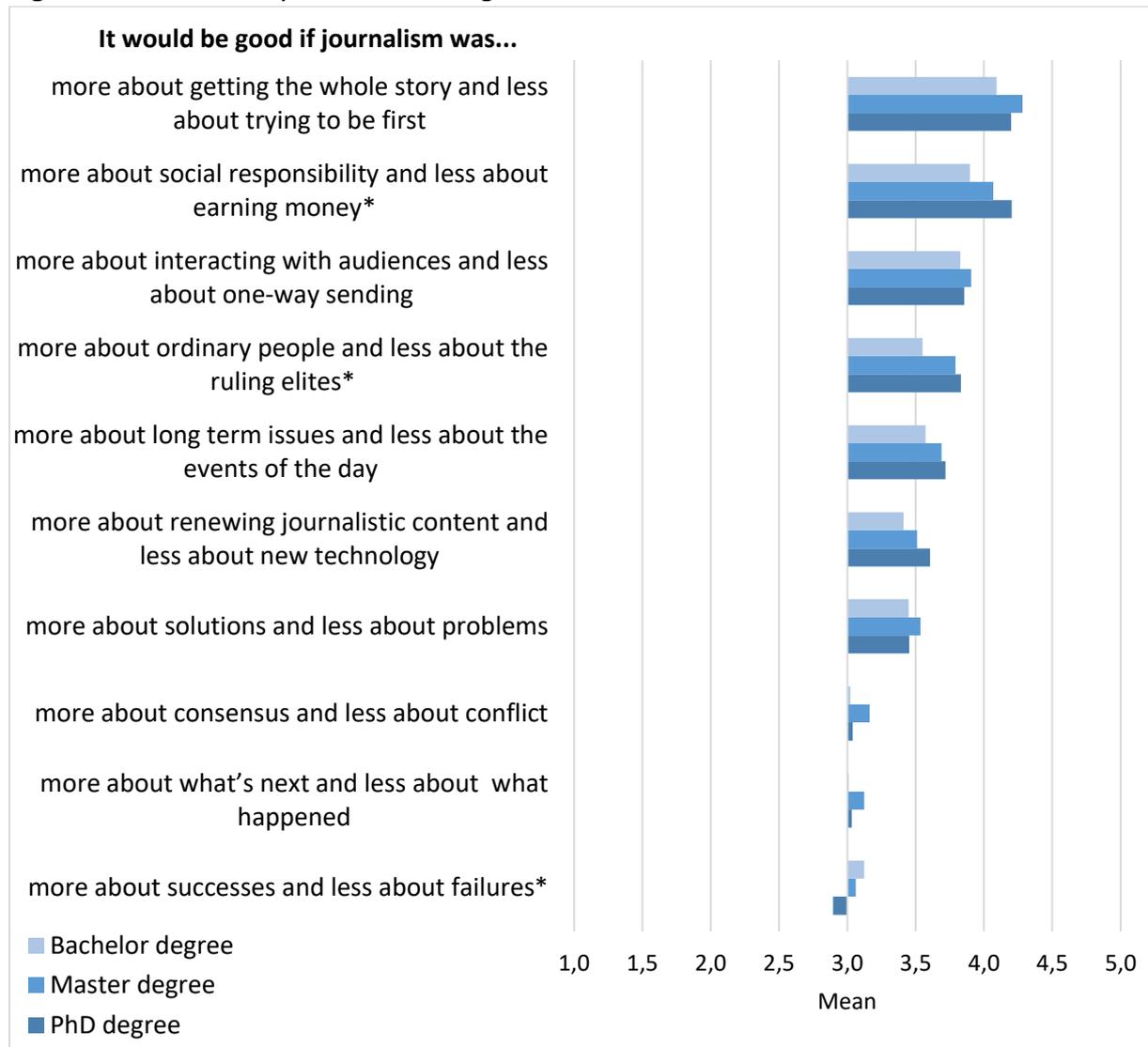


\* The difference between age groups is significant (One-way ANOVA with  $p < .05$ ).

### 9.2.3. Educational degree

The third background variable – Educational degree – also has little influence. Two of the statements get significantly more support in case of a higher degree: ‘more about social responsibility and less about earning money’ and ‘more about ordinary people and less about the ruling elites’. There is also one statement that gets significantly more support in case of a *lower* educational degree: ‘more about successes and less about failures’ (Figure 9.2.3.). But again, the overall influence of the background variable is limited.

**Figure 9.2.3.** Trends by Educational degree

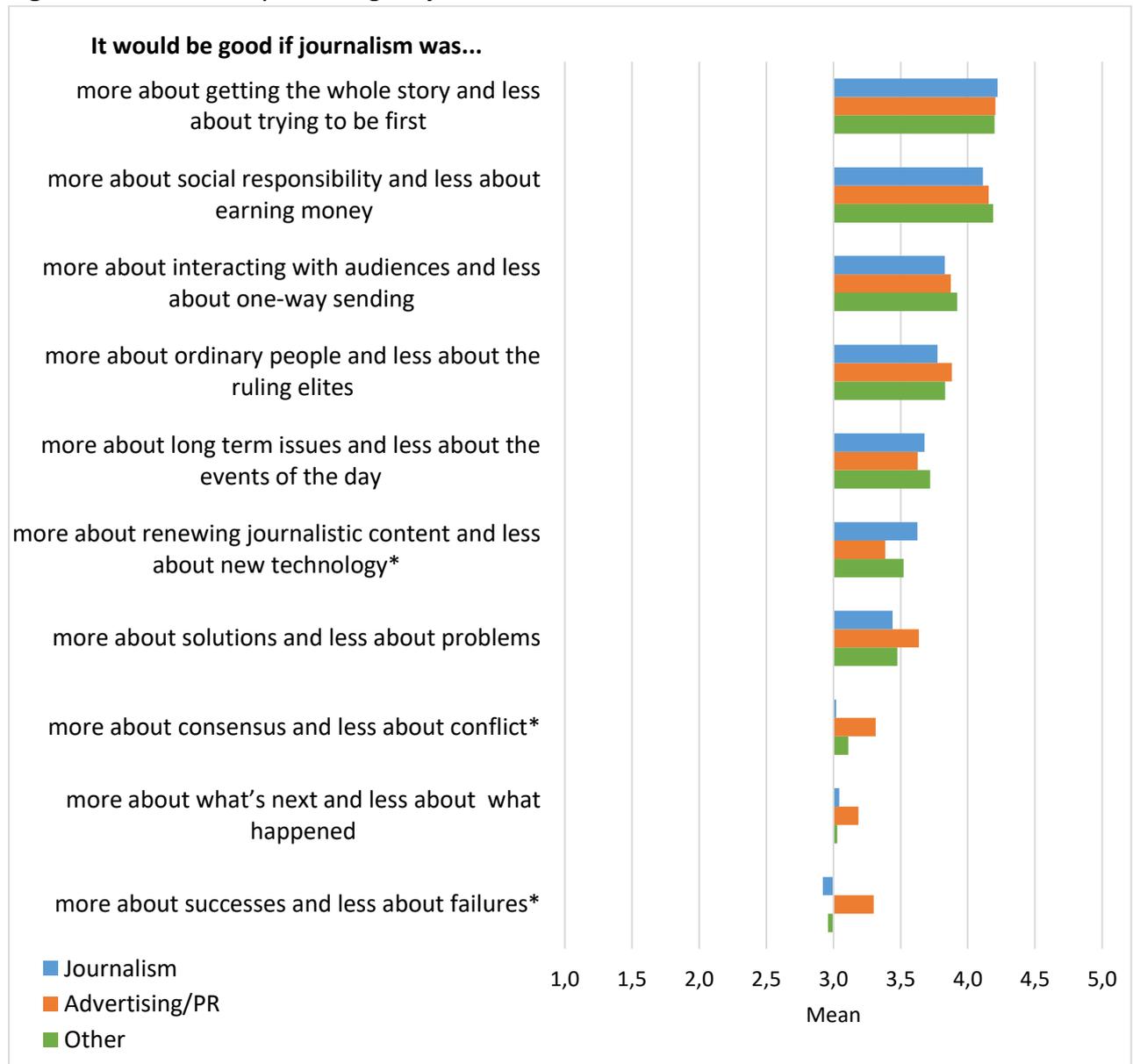


\* The difference between educational degrees is significant (One-way ANOVA with  $p < .05$ ).

### 9.2.4. Teaching subject

The fourth and final background variable – Teaching subject – also has a limited effect. Teachers of Advertising/PR, a category that contains only 7,5% of all respondents, are significantly stronger supporters of ‘more consensus, less conflict’ and ‘more successes, less failures’. On the other hand they are weaker supporters of ‘more content, less technology’. (Figure 9.2.4.) Overall, the influence of the teaching subject on the assessment of the various statements is limited.

**Figure 9.2.4.** Trends by Teaching subject



\* The difference between teaching subjects is significant (One-way ANOVA with  $p < .05$ ).

### 9.3. Trends by Region

In this paragraph the focus will not be on the aggregate global level, but on the eight distinguished regions: Africa, Asia Pacific, China, Nordic Europe, North America, Oceania Russia, and South America. The question is to what extent are the ten statements assessed differently in the various parts of the world. To mitigate the problem with regional differences in response styles, the analyses has taken place on the basis of ranking (see Table 9.3.1.).

**Table 9.3.1.** Trends by Region

TRENDS	GLOBAL <sup>26</sup>	North America	South America	Europe Nordic	Russia	China	Asia Pacific	Oceania	Africa	SD
<b>It would be good if journalism was... N=</b>	1548	308	261	100	186	252	219	54	114	
more about getting the whole story and less about trying to be first	1	1	3	1	2	4	1	1	1	1,09
more about social responsibility and less about earning money	2	2	1	2	1	1	2	2	2	0,48
more about interacting with audiences and less about one-way sending	3	6	2	5	5	2	3	7	3	1,76
more about ordinary people and less about the ruling elites	4	5	4	7	3	3	4	6	5	1,32
more about long term issues and less about the events of the day	5	3	5	3	7	5	6	4	7	1,50
more about renewing journalistic content and less about new technology	6	4	6	4	4	7	8	5	6	1,41
more about solutions and less about problems	7	7	7	6	6	6	5	3	4	1,32
more about consensus and less about conflict	8	8	10	9	8	8	7	8	8	0,83
more about what's next and less about what happened	9	9	8	8	9	9	9	10	10	0,71
more about successes and less about failures	10	10	9	10	10	10	10	9	9	0,48
<b>Rank Correlation</b>	<b>1,00</b>	<b>0,89</b>	<b>0,93</b>	<b>0,85</b>	<b>0,90</b>	<b>0,92</b>	<b>0,94</b>	<b>0,76</b>	<b>0,90</b>	

<sup>26</sup> Educators from 'Europe various' are included in the Global figures, but they are not part of one of the regions.

The 'Global' column on the left shows the overall ranking. The rank correlations that are given for each region at the bottom of the table indicate to what extent a specific regional ranking differs from the global ranking: the lower the rank correlation, the larger the difference in ranking order. The standard deviation (SD) in the right column gives an indication of the level of consensus between the regions about the ranking of a specific statement: the lower the number, the higher the consensus.

The main outcome is that the regions mostly agree about the ranking of the statements. Most regions show a rank correlation close to 0,90. The global number 1 is also the number 1 in five regions, and in the other regions it is number 2, 3 or 4. The global number 2 is also number 2 in five regions; in the other regions it is number 1.

The largest deviations can be found in Oceania, for instance with regard to the global number 3 about 'more interacting with audiences, less one-way sending' (= number 7 in Oceania) and number 7 about 'more solutions, less problems' (= number 3 in Oceania). The second most deviating region is North America. This is mainly caused by a relatively low ranking of the 'interaction'-statement, and relatively high rankings for the 'content' statement and the 'long term' statement.

## 9.4. Trends by Roles

Table 9.4.1. shows the correlations between the four role orientations and the ten distinguished trends. Overall, most correlations are positive and significant. Half of the trends correlates positively with all four roles: more about solutions, more about consensus, more about what's next, more about interacting and more about successes.

The Disseminator role correlates in a significant negative way to three of the trends: the ones about more attention for long term issues, more focus on getting the whole story and more attention for new content instead of new technology. The Investigator role only has positive correlations, which are almost all significant. The strongest relations are found with regard to the trends about more interacting, more attention for ordinary people and more social responsibility. Almost the same goes for the Mobilizer role, which has the strongest links to the trends about interacting, ordinary people and consensus. The Observer role shows the same kind of pattern as the Disseminator role, but the correlations are in general less strong.

**Table 9.4.1.** Correlations Trends and Roles

It would be good if journalism was...	Disseminator	Investigator	Mobilizer	Observer
more about social responsibility and less about earning money	-,061	,214*	,176*	-,031
more about ordinary people and less about the ruling elites	,105*	,216*	,224*	,083*
more about long term issues and less about the events of the day	-,101*	,181*	,095*	-,071*
more about solutions and less about problems	,114*	,127*	,169*	,089*
more about consensus and less about conflict	,175*	,076*	,194*	,177*
more about what's next and less about what happened	,178*	,097*	,169*	,102*
more about interacting with audiences and less about one-way sending	,218*	,240*	,265*	,112*
more about getting the whole story and less about trying to be first	-,159*	,096*	-,038	,011
more about successes and less about failures	,219*	,063	,146*	,137*
more about renewing journalistic content and less about new technology	-,133*	,071*	,064	-,101*

\*. Correlation is significant at the 0.01 level (2-tailed).

## 9.5. Conclusion

In this chapter we have presented the outcomes of the survey question about trends in journalism. On the basis of the global outcomes, it can be concluded that journalism educators support a change from a fast and commercial type of journalism to a slower form of journalism with a focus on social responsibility. At the same time, there is little support for a change into the direction of a kind of journalism that is in favor of a stronger focus on consensus, on successes and on what's next.

Furthermore it can be concluded that gender, age, educational level and teaching subject have little influence on the level of agreement with the various trends. The eight distinguished global regions do not differ very much in their ranking of the importance of the ten trends. This outcome suggests that despite all differences in political and socio-economic conditions, in media systems and in educational policies, journalism educators around the globe seem to agree about the direction in which professional journalism should evolve. This direction is related to a stronger focus on the Investigator role.



## 10. QUALIFICATIONS STUDENTS

This chapter focuses on the view of journalism educators worldwide on the future importance of various qualifications for journalists and on relations between these views and background variables, regions and journalistic role orientation.

### 10.1. Qualifications Students Global

In the questionnaire, teachers were asked to assess the desired future importance of 22 qualifications. The question was formulated as follows: *“In the next ten years, the importance of the following qualifications for professional journalists should become....”* Respondents could assess these qualifications on a scale from 1 (much lower) to 5 (much higher).

Figure 10.1.1. shows the assessment of the 22 distinguished qualifications in order of the level of agreement about their future importance. The percentages are the sum of the answering categories “higher” and “much higher”.

What immediately catches the eye is that almost all qualifications should become (much) more important in the next decade, in the view of the educators. This is not as exceptional as it may seem: teachers seldomly believe that a specific qualifications should become less important.

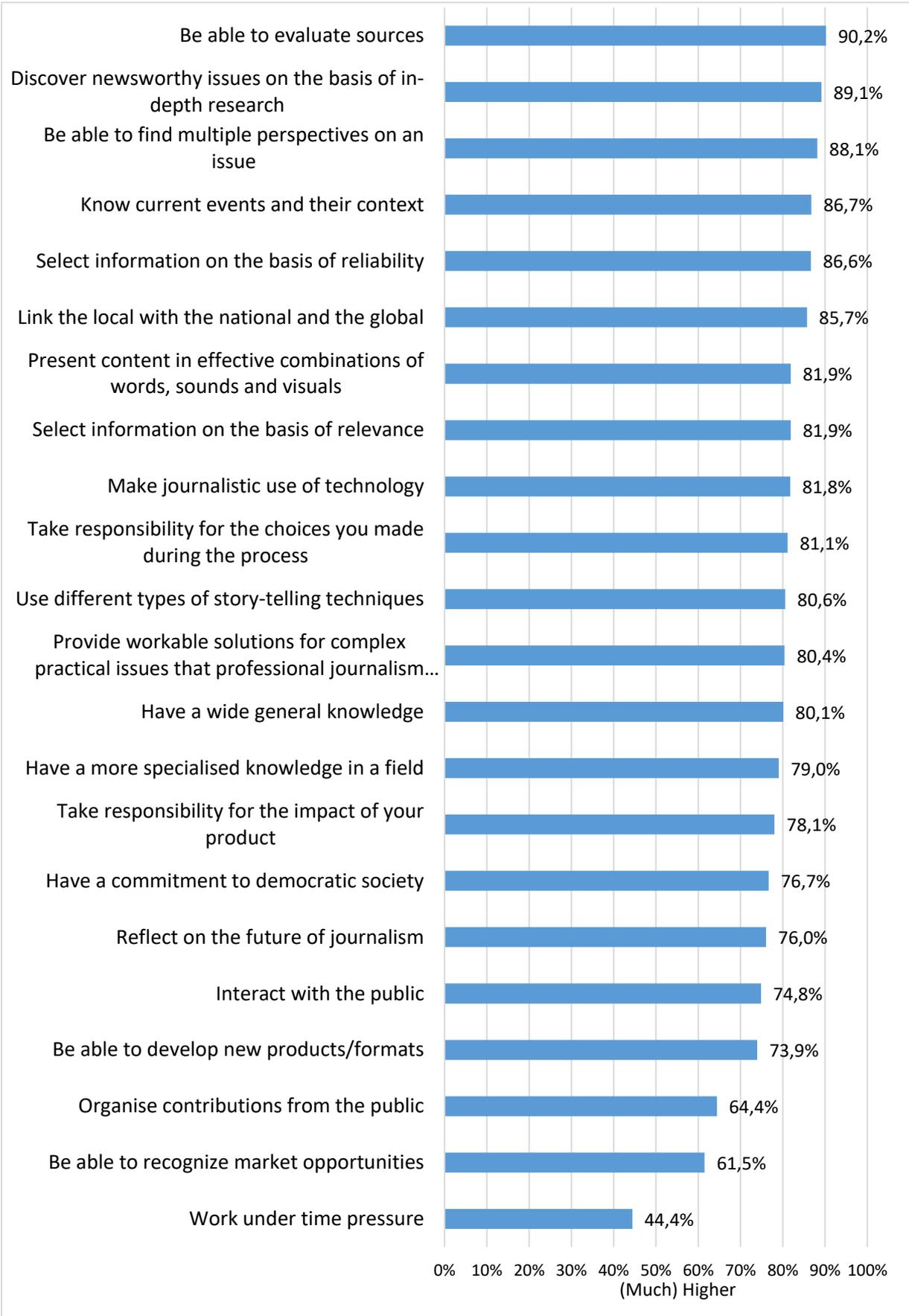
There are still differences in the extent to which qualifications should become more important. Qualifications at the top of the ranking are connected to what many would label as ‘quality’ journalism. ‘Be able to evaluate sources’ has the highest position with a little more than 90% of educators believing that its importance should be higher or much higher in the years ahead. The following five qualifications (positions 2 to 6) all have a score higher than 85%. These are:

- ‘Discover newsworthy issues on the basis of in-depth research’ (89,1%)
- ‘Be able to find multiple perspectives on an issue’ (88,1%)
- ‘Know current events and their context’ (86,7%)
- ‘Select information on the basis of reliability’ (86,6%)
- ‘Link the local with the national and the global’ (85,7%)

At the bottom of the ranking is a qualification that can be labelled as fast journalism: ‘Work under time pressure’. It is assessed by a minority of 44% of the respondents as a qualification that should become (much) more important; this is the only percentage below 50%.

Next to that there are four qualifications that have a score lower than 75%, which in a relative sense still is low. Two of them have to do with collaboration with the public: ‘Interact with the public’ (74,8%) and ‘Organise contributions from the public’ (64,4%). The other two have to do with the entrepreneurial or commercial side of journalism: ‘Be able to develop new products/formats’ (73,9%) and ‘Be able to recognize market opportunities’ (61,5%).

**Figure 10.1.1. Student Qualifications Global**



The percentage of respondents that commented on the question about the future importance of qualifications for journalists, is 5,9% (N=91). (Figure 10.1.2.)

**Figure 10.1.2.** Views of teachers on qualifications

Percentage of respondents with comments



These comments can be divided into three main categories.

First, the category 'already important'. Examples of comments in this category are:

- *Our students, and therefore those from our institute in the workforce, already have these characteristics above. We still have these in our journalism programme, and have done for a long time.*
- *I answered 'same as now' on many of these because I see them as skills that are already very important.  
Most of these items seem very necessary now and we are educating our students accordingly.*
- *All of the above always have & always will be journalism's highest priority.*

The second category of comments is about additional qualifications, or more general qualifications, for example:

- *We need to be teaching more about journalism's role in democracy.*
- *New journalists must have a high capacity for analysis and critical thinking.*
- *Journalists should reflect more on the choices they make during the process and the biases they have.*
- *Leaders in the industry need to be relevant to their audience(s). Right now we have baby boomers - white men - running the show. We need to diversify leadership in all and every way possible.*
- *More accountable, more engaged, and more transparent reporting is what we need. Not fast and flashy. And if we provide that service consistently, we can stop constantly re-evaluating our purpose. When we do that, we confuse the audience and ourselves.*

Comments in the third category are explanations or clarifications of a given answer, for example:

- *Very idealist suppositions here. Some huge expectations indicated for new journalists.*
- *Students have good technological skills. They often conflate those with good journalism skills. New journalists have always needed to develop their personal journalistic skills. The focus should be on that process at first, with the larger professional issues coming along a bit later.*
- *I think good journalism is good journalism--we've lost reporters with decades of experience in this country. Experience and training are so crucial.*
- *I think we need many journalists with wider general knowledge but we also need some with deep, specialized knowledge and skills.*

## 10.2. Qualifications Students by background variables

One of the returning issues in this research is to determine to what extent the respondent's background (gender, age, educational degree, teaching subject) influence the outcomes.

With regard to Gender (Figure 10.2.1.), the influence on the assessment of future student qualifications is neglectable: the differences between female and male teachers are very limited.

With regard to Age (Figure 10.2.2.) there are some more differences between the distinguished categories. Older teachers have a significant lower score on two qualifications that have to do with technology: 'Making journalistic use of technology' and 'Present content in effective combinations of words, sounds and visuals.' Next to that, age has a significantly negative relationship with specialisation: 'Have a more specialised knowledge in a field.' Furthermore there is a significant negative relationship with the four qualifications at the bottom of the figure (See Figure 10.2.2). Finally, there is a significant negative relationship between age and reflection: 'Reflect on the future of journalism.' Generalizing, one could say that older teachers are somewhat less enthusiastic about qualifications that relate to the techno-commercial environment of journalism.

Educational degree (Figure 10.2.3.) has little impact on the outcomes. Educators with a PhD-degree are less supportive of 'Making journalistic use of technology' and more supportive of 'Select information on the basis of reliability' and 'Link the local to the national and the global.' There are no other significant differences based on educational degree.

With regard to Teaching Subject (Figure 10.2.4.), significant differences can to a large extent be attributed to deviating views of teachers of Advertising/PR. This relative small group of teachers (7,5% of the total) has higher scores for qualifications that have to do with the public, with market opportunities and with working under time pressure. Furthermore they ascribe a higher future importance to having more specialised knowledge, to the selection of information on the basis of reliability and to the ability to find multiple perspectives.

**Figure 10.2.1. Gender and Student Qualifications**



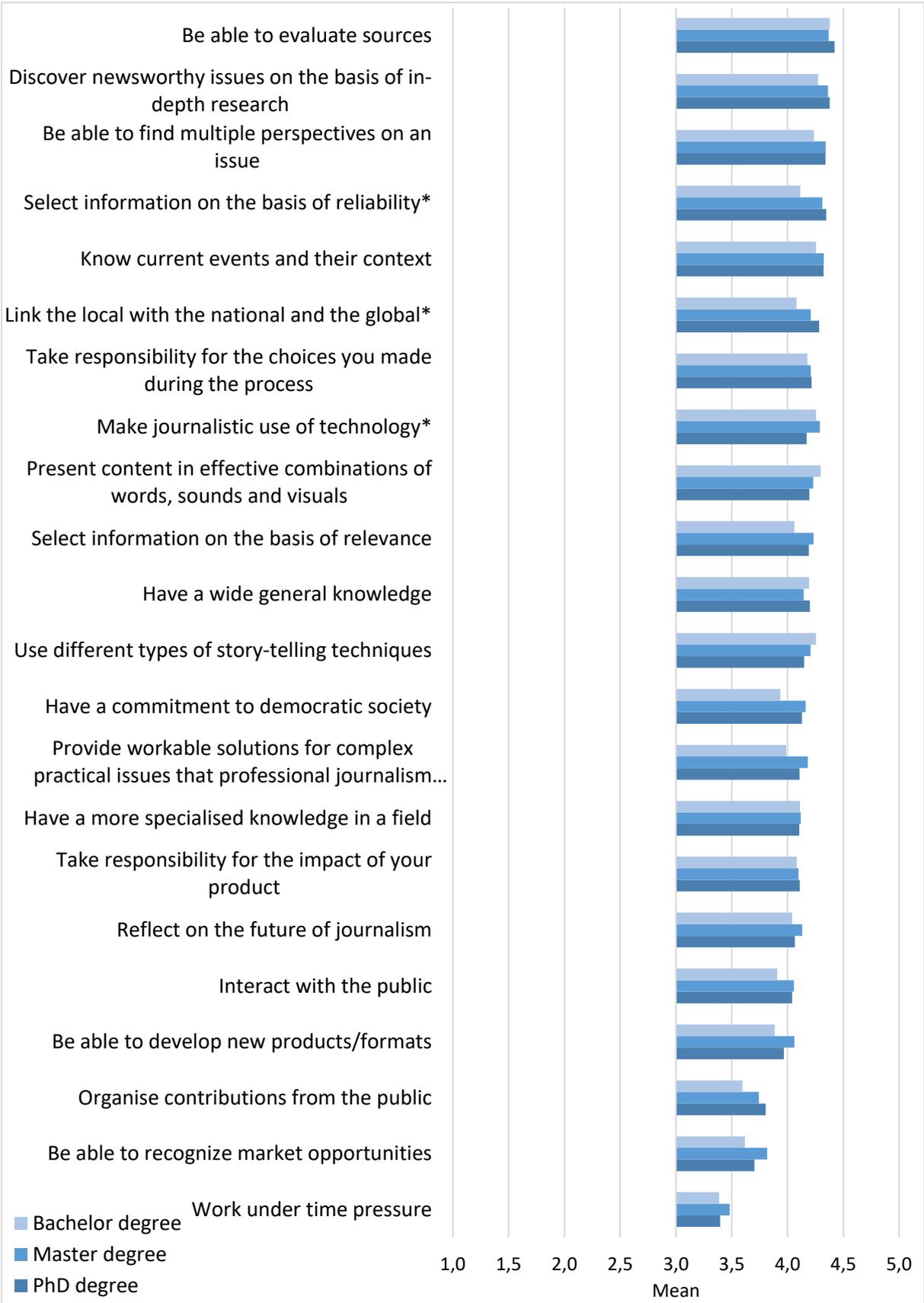
\*The difference between females and males is significant (One-way ANOVA with  $p < .05$ ).

**Figure 10.2.2.** Age and Student Qualifications



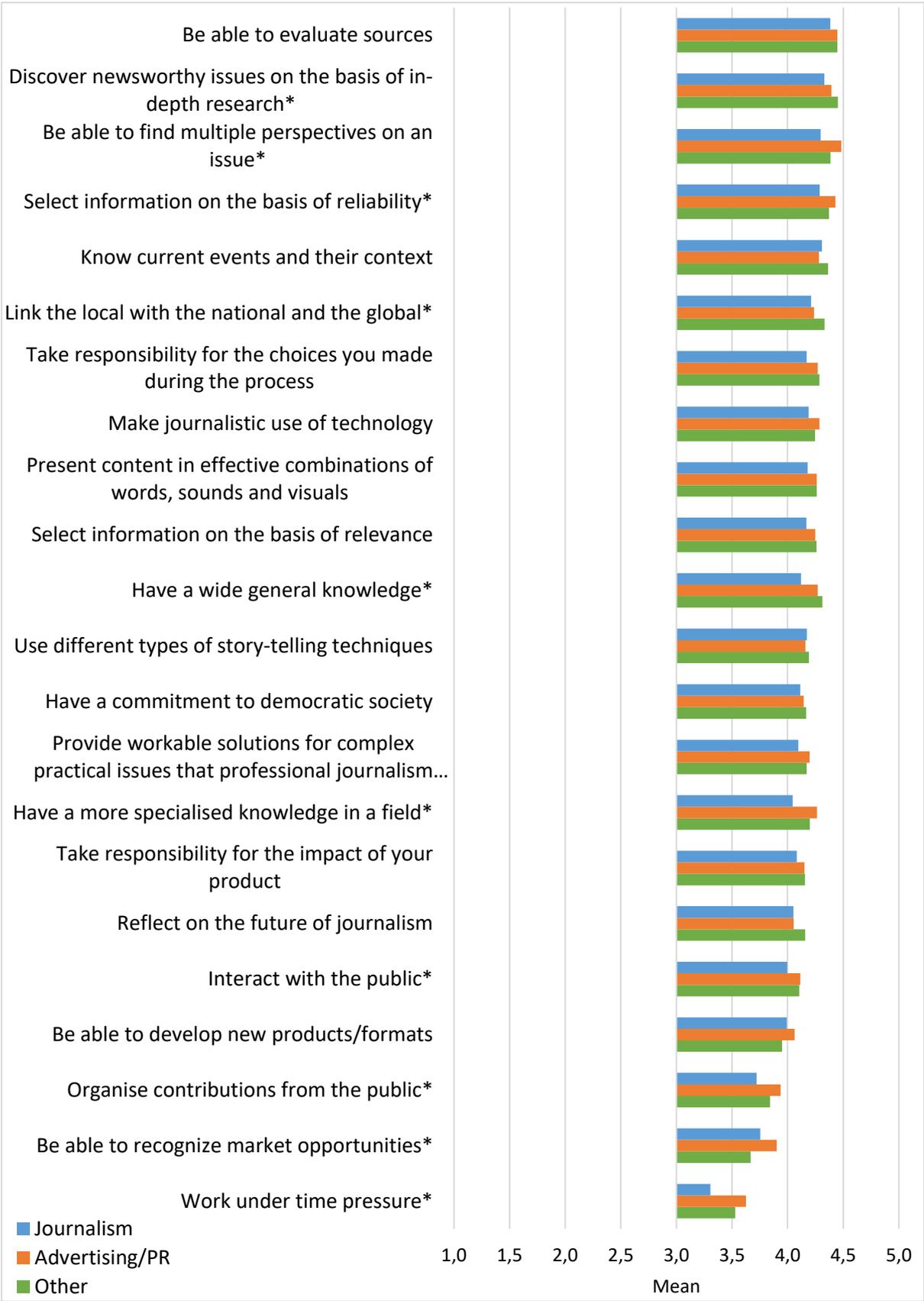
\* The difference between age groups is significant (One-way ANOVA with  $p < .05$ ).

**Figure 10.2.3.** Educational degree and Student Qualifications



\* The difference between educational degrees is significant (One-way ANOVA with  $p < .05$ ).

**Figure 10.2.4.** Teaching subject and Student Qualifications



\* The difference between teaching subjects is significant (One-way ANOVA with  $p < .05$ ).

### 10.3. Qualifications Students by Region

This paragraph focuses on regional differences concerning the assessment of the future importance of the various qualifications. Table 10.3.1. provides an overview of the ranking of the future importance of the qualifications in each of the 8 regions..

The rank correlations shown at the bottom line of the table are lower than in previous chapters, especially for South America, Russia, China, and Oceania. This indicates that differences are bigger.

The ranking of the first region – *North America* – stays rather close to the global one. The biggest difference with the global ranking are the low position of ‘Making journalistic use of technology’ and the higher position of ‘Take responsibility for the impact of your product’.

The ranking of the *South American* outcomes shows a rather low rank correlation. Main differences with the global ranking are the very high position of ‘Have a commitment to democratic society’ (1) and the relatively high position of ‘Reflect on the future of journalism’ (6).

The ranking of *Europe Nordic* stays fairly in line with the global one. Main differences are the relatively high score for ‘Make journalistic use of technology’ and ‘Have a more specialized knowledge in a field.’

*Russia* shows a rather low rank correlation. This is mainly caused by the very low position of ‘Have a commitment to democratic society’ (21), but also by several other deviations, such as a relatively high position for ‘Have a wide general knowledge’ and ‘Be able to develop new products/formats.’

*China* also shows a relatively low rank correlation. As was the case with Russia, the main cause of this is the very low position of ‘Have a commitment to democratic society’ (21).

*Asia Pacific* has a relative high rank correlation. The most distinctive deviation is the rather high position for ‘Present content in effective combinations of words, sounds and text.’

*Oceania* has a fairly low rank correlation. There are two qualifications of which the ranking contributes strongly to this: a very high position of ‘Use different types of story-telling techniques’ (1) and a rather high ranking for ‘Reflect on the future of journalism’ (8).

The *African* ranking has the strongest resemblance to the global one. The main deviation here is the relatively high position for ‘Have a wide general knowledge’(4).

**Table 10.3.1.** Student Qualifications by Region

Qualifications students	GLOBAL	North America	South America	Europe Nordic	Russia	China	Asia Pacific	Oceania	Africa	SD
<b>N=</b>	1525	306	259	98	182	248	214	54	110	
Be able to evaluate sources	1	1	7	1	1	3	5	4	1	2,15
Discover newsworthy issues on the basis of in-depth research	2	4	3	2	8	1	1	5	2	2,22
Be able to find multiple perspectives on an issue	3	5	4	5	4	2	2	3	5	1,20
Select information on the basis of reliability	4	3	8	4	5	5	8	2	8	2,23
Know current events and their context	5	2	5	6	13	7	3	5	3	3,24
Link the local with the national and the global	6	9	2	9	7	13	9	10	6	3,02
Take responsibility for the choices you made during the process	7	6	15	14	3	9	14	14	12	4,14
Make journalistic use of technology	8	15	10	3	10	6	5	8	7	3,46
Present content in effective combinations of words, sounds and text	9	12	14	11	6	4	4	11	10	3,57
Select information on the basis of relevance	10	7	11	9	11	10	10	14	15	2,42
Have a wide general knowledge	11	14	16	8	2	11	17	7	4	5,18
Use different types of story-telling techniques	12	11	9	13	19	15	7	1	13	5,10
Have a commitment to democratic society	13	10	1	12	21	21	11	17	9	6,30
Provide workable solutions for complex practical issues	14	13	12	15	17	18	15	13	11	2,28
Have a more specialised knowledge in a field	15	17	20	7	15	8	11	14	14	4,12
Take responsibility for the impact of your product	16	8	18	16	13	16	18	12	18	3,37
Reflect on the future of journalism	17	16	6	17	20	14	13	8	16	4,38
Interact with the public	18	18	17	18	12	17	16	18	17	1,87
Be able to develop new products/formats	19	19	13	19	9	19	19	19	19	3,61
Organise contributions from the public	20	20	21	20	18	20	20	21	21	0,93
Be able to recognize market opportunities	21	21	19	21	16	22	21	20	20	1,73
Work under time pressure	22	22	22	22	22	12	22	22	22	3,31
<b>Rank Correlation</b>	<b>1,00</b>	<b>0,90</b>	<b>0,70</b>	<b>0,90</b>	<b>0,71</b>	<b>0,81</b>	<b>0,87</b>	<b>0,80</b>	<b>0,91</b>	

Looking at table 10.3.1. horizontally (row-wise), it becomes clear that there is a rather high level of consensus between the regions about the top 3 qualifications as well as the bottom 3 qualifications.

However, with regard to the ones in between, there often are huge differences. There are three qualifications with a standard deviation (SD) higher than 5. The first of these is: 'Having a commitment to democratic society', which is the number 1 for South America, but has almost the lowest position for Russia and China (21). The second is 'Have a wide general knowledge', mainly caused by high scores in Russia and Africa, but relatively low scores in Asia Pacific and South America. The third is 'Use different types of storytelling techniques', which is mainly caused by a high position in Oceania (1), and a low position in Russia (19).

#### 10.4. Qualifications Students by Role orientations

The first thing that catches the eye when looking at the correlations between the journalistic role orientations on the one hand and the qualifications that students should have on the other, is that all correlations are positive and almost all of them are statistically significant (Table 10.4.1.). Earlier in this chapter it became clear that journalism educators around the world believe that almost all distinguished qualifications should become more or even fare more important in the decade to come (Figure 10.1.1). This might explain why all correlations are positive.

**Table 10.4.1.** Correlations Student Qualifications and Role orientations

	Disseminator	Investigator	Mobilizer	Observer
Have a commitment to democratic society	,062	,396*	,194*	,020
Link the local with the national and the global	,140*	,441*	,277*	,115*
Know current events and their context	,109*	,455*	,188*	,170*
Discover newsworthy issues on the basis of in-depth research	,099*	,463*	,215*	,171*
Work under time pressure	,451*	,195*	,242*	,356*
Organise contributions from the public	,305*	,338*	,316*	,133*
Have a wide general knowledge	,168*	,339*	,217*	,276*
Have a more specialised knowledge in a field	,191*	,324*	,257*	,249*
Be able to find multiple perspectives on an issue	,122*	,445*	,232*	,218*
Be able to evaluate sources	,039	,396*	,147*	,168*
Interact with the public	,323*	,354*	,331*	,189*
Select information on the basis of reliability	,076*	,386*	,181*	,192*
Select information on the basis of relevance	,139*	,428*	,220*	,210*
Use different types of story-telling techniques	,263*	,356*	,235*	,130*
Make journalistic use of technology	,348*	,277*	,245*	,213*
Present content in effective combinations of words, sounds and visuals	,333*	,303*	,268*	,228*
Take responsibility for the choices you made during the process	,109*	,367*	,208*	,196*
Take responsibility for the impact of your product	,102*	,365*	,200*	,159*
Be able to recognize market opportunities	,388*	,224*	,308*	,169*
Be able to develop new products/formats	,368*	,244*	,295*	,146*
Reflect on the future of journalism	,196*	,389*	,234*	,150*
Provide workable solutions for complex practical issues that professional journalism faces	,224*	,405*	,242*	,193*

\*. Correlation is significant at the 0.01 level (2-tailed).

Nevertheless, not all correlations are equally strong. Which ones are the strongest and which ones are the weakest differs per role orientation. For each of the four role orientations we made a top 5 of strongest relations (green) and a bottom 5 of weakest relations (red). Table 10.4.2. shows the outcome. The qualifications are sorted by the Disseminator scores from high to low.

**Table 10.4.2** Correlations Student Qualifications and Role orientations

	Disseminator	Investigator	Mobilizer	Observer
Work under time pressure	,451	,195	,242	,356
Be able to recognize market opportunities	,388	,224	,308	,169
Be able to develop new products/formats	,368	,244	,295	,146
Make journalistic use of technology	,348	,277	,245	,213
Present content in effective combinations of words, sounds and visuals	,333	,303	,268	,228
Interact with the public	,323	,354	,331	,189
Organise contributions from the public	,305	,338	,316	,133
Use different types of story-telling techniques	,263	,356	,235	,130
Provide workable solutions for complex practical issues that professional journalism faces	,224	,405	,242	,193
Reflect on the future of journalism	,196	,389	,234	,150
Have a more specialised knowledge in a field	,191	,324	,257	,249
Have a wide general knowledge	,168	,339	,217	,276
Link the local with the national and the global	,140	,441	,277	,115
Select information on the basis of relevance	,139	,428	,220	,210
Be able to find multiple perspectives on an issue	,122	,445	,232	,218
Take responsibility for the choices you made during the process	,109	,367	,208	,196
Know current events and their context	,109	,455	,188	,170
Take responsibility for the impact of your product	,102	,365	,200	,159
Discover newsworthy issues on the basis of in-depth research	,099	,463	,215	,171
Select information on the basis of reliability	,076	,386	,181	,192
Have a commitment to democratic society	,062	,396	,194	,020
Be able to evaluate sources	,039	,396	,147	,168

The table makes clear that the Disseminator role and the Investigator role have different, almost opposite patterns. The pattern of the Mobilizer role resembles that of the Disseminator, while the Observer role has a diffuse pattern.

## 10.5. Conclusion

Defining which qualifications – in terms of knowledge, skills and attitudes – a student should have after completion of her or his study, is one of the most important tasks for institutes for journalism education. It is also one of the most difficult tasks, as it forces journalism educators to make choices between the many things that are, or could become important.

Making choices is inevitable, and always has been. In our current era of digital transformation, rising political and commercial pressures, increasing threats of disinformation and risks of declining trust in news media, there is a growing need for rethinking both the value of professional journalism and the values of professional journalism. As a result, the goals of journalism education should also be reconsidered. Sooner or later this will result in formulating new qualifications for students, or in other accents in the existing ones.

This chapter has focused on the views of journalism educators around the globe on the future importance of a selection of a little more than twenty qualifications. As could be expected, respondents assign a growing importance to all distinguished qualifications. However, there are rather huge differences in the size of this growth of importance between the various qualifications.

At the top of the list are qualifications related to evaluating sources, doing in-depth research and including multiple perspectives. At the bottom of the list we find qualifications that have to do with working fast, with recognizing market opportunities and with collaboration with the public. These outcomes are not or very limited influenced by gender, age, educational degree or teaching subject. Nor by global region: despite several differences in the ranking of the qualifications, the top 3 and the bottom 3 of the ranking are almost the same in every region.

There is, however, a fairly strong difference between the four journalistic roles; especially between the Investigator and the Disseminator. The top 3 of the overall list of important qualifications is strongly linked to the Investigator role and the bottom 3 of this list to the Disseminator role.

The outcomes of this chapter suggest that journalism students worldwide will be educated to be focused on researching, to find the truth and the diverse aspects of truth. They will be much less educated to be focused on being part of a commercialized and fast news industry. This finding is consistent with the outcomes of the previous chapter, which showed that trends with the strongest support are ‘more about getting the whole story and less about trying to be first’ and ‘more about social responsibility and less about earning money.’



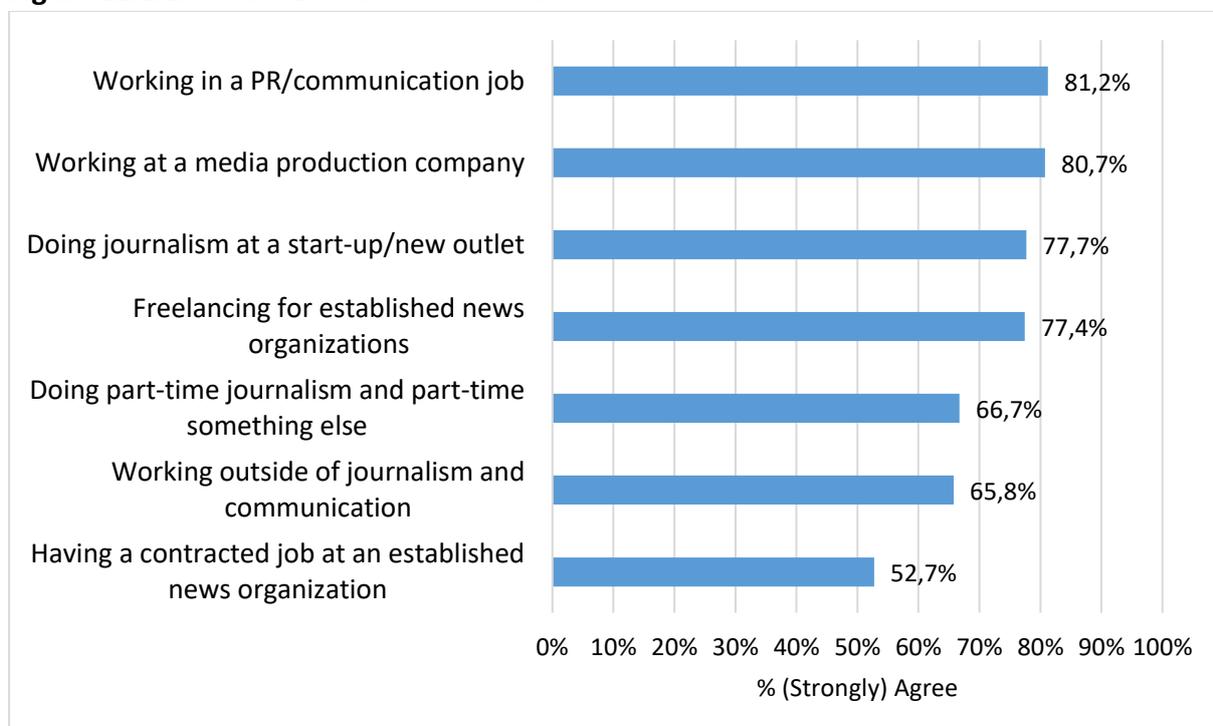
## 11. FUTURE LABOUR MARKET

Apart from the main questions, about the views of educators on journalistic roles, values and qualifications, the survey included a question about their views on the future labour market for their students. Will journalism students be working in journalism itself or in related fields? Will they have contracted jobs or will they do their work as a self-employed journalist? The following question was asked: 'To what extent do you agree that your current students will be working in following positions within the next ten years?' Respondents could answer on a scale from 1 (strongly disagree) to 5 (strongly agree).

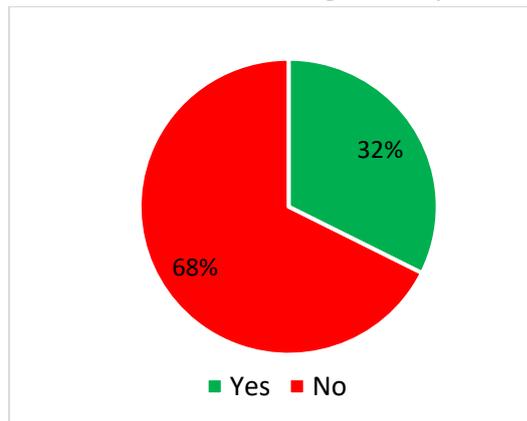
### 11.1. Future Labour market Global

The global outcomes are shown in figure 11.1.1. Of the seven positions that were given in the question, the one about having a contracted job at an established news organization has by far the lowest score: about only half of the teachers sees this as a realistic possibility. 'Working in a PR/communication job' is seen as the most likely option (81,2% of the teachers (strongly) agree), followed by 'Working at a media production company' (80,7%). If students are believed to actually do journalism after graduation, it will most likely be as a freelancer (77,4%) or at a start-up/new outlet (77,7%). Working part-time in journalism and part-time somewhere else, or working completely outside the field of journalism/communication is seen as realistic by about two out of three teachers.

**Figure 11.1.1.** Future Labour market Global



**Figure 11.1.2.** Views of teachers on future labour market  
Percentage of respondents with 'something else'



550 respondents (32,4%) have used the possibility of adding another position in the future labour market of journalism students. 57,5% of them (strongly) believe that their students will be working in that added position within the next 10 years.

The added positions can be divided into three main categories; all of them outside the field of doing journalism.

The first and largest category contains positions that are completely outside the field of journalism and media. Examples are:

- *Many grads already move on to other fields: politics, financial investigation, book-writing, game development, you name it.*
- *Political Communication, Creative Design, Solopreneur.*
- *Some may go into law or government or write books.*
- *Law, Medicine, Government, Policy.*

The second category of positions is the field of content creation and communication. For example:

- *Content marketing, brand storytelling, corporate or institutional newsrooms.*
- *Online content creation.*
- *In the larger field of communication - vloggers, script writers, speech writers, perhaps even politicians (that is largely a comm job).*

The third category is about teaching. For example:

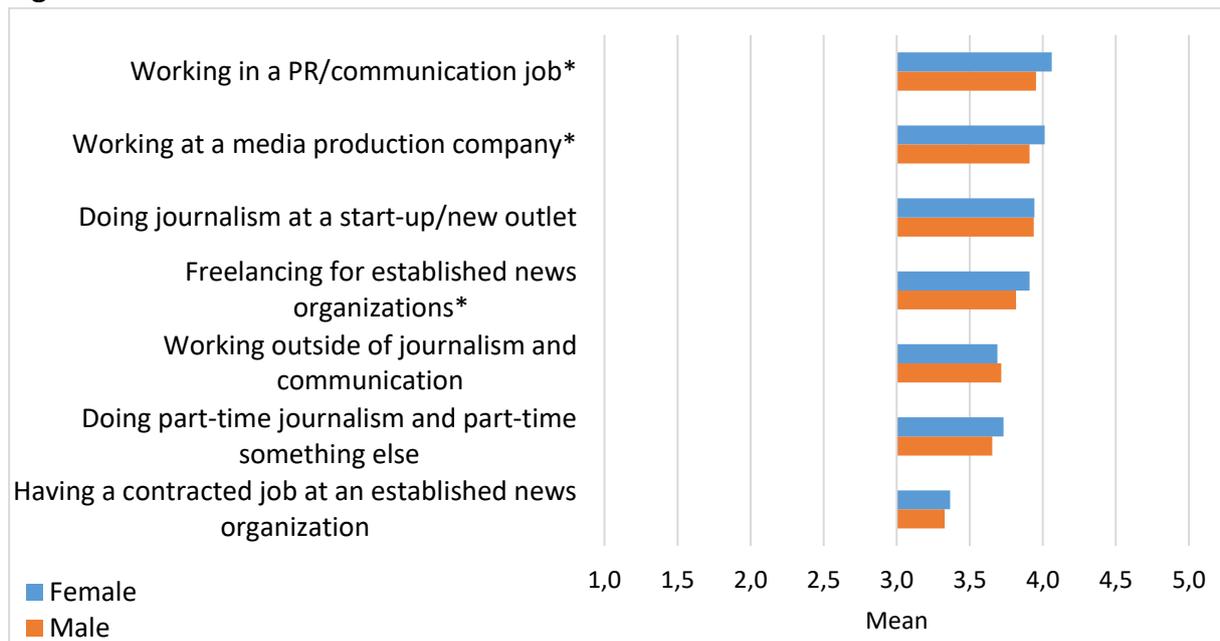
- *Teaching in secondary school*
- *Teaching on a part-time basis (journalism; media studies)*
- *Communication teacher*
- *Working as journalism lecturers*

## 11.2. Future Labour market by background variables

Overall, background variables have little impact on the educator's views on the future labour market for their students.

Female teachers are a little more optimistic about the chances of working in PR/communication, at a media production company, or as a freelancer for established news organizations (Figure 11.2.1.).

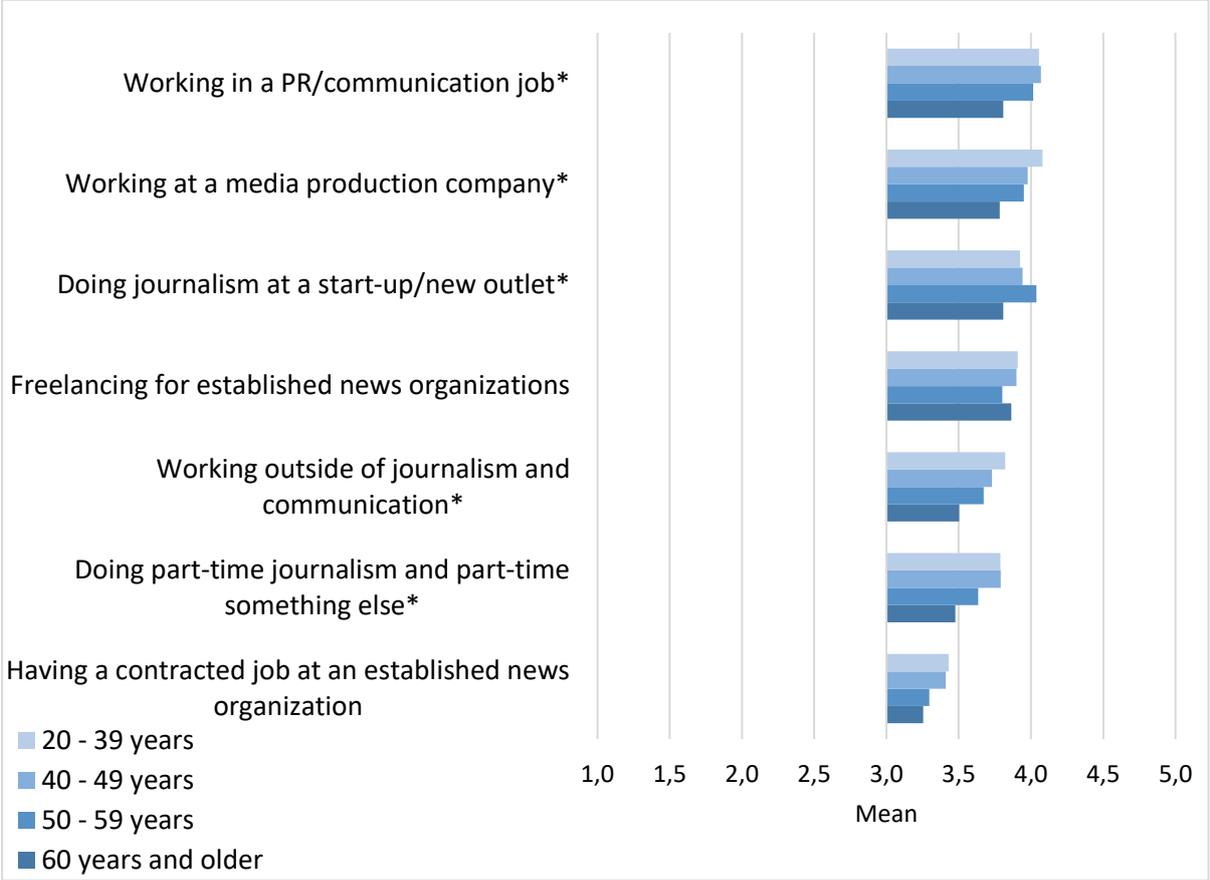
**Figure 11.2.1.** Gender and Future Labour market



\* The difference between females and males is significant (One-way ANOVA with  $p < .05$ ).

Younger teachers are in general somewhat more optimistic about the future labour market, except with regard to working at a start-up (Figure 11.2.2.).

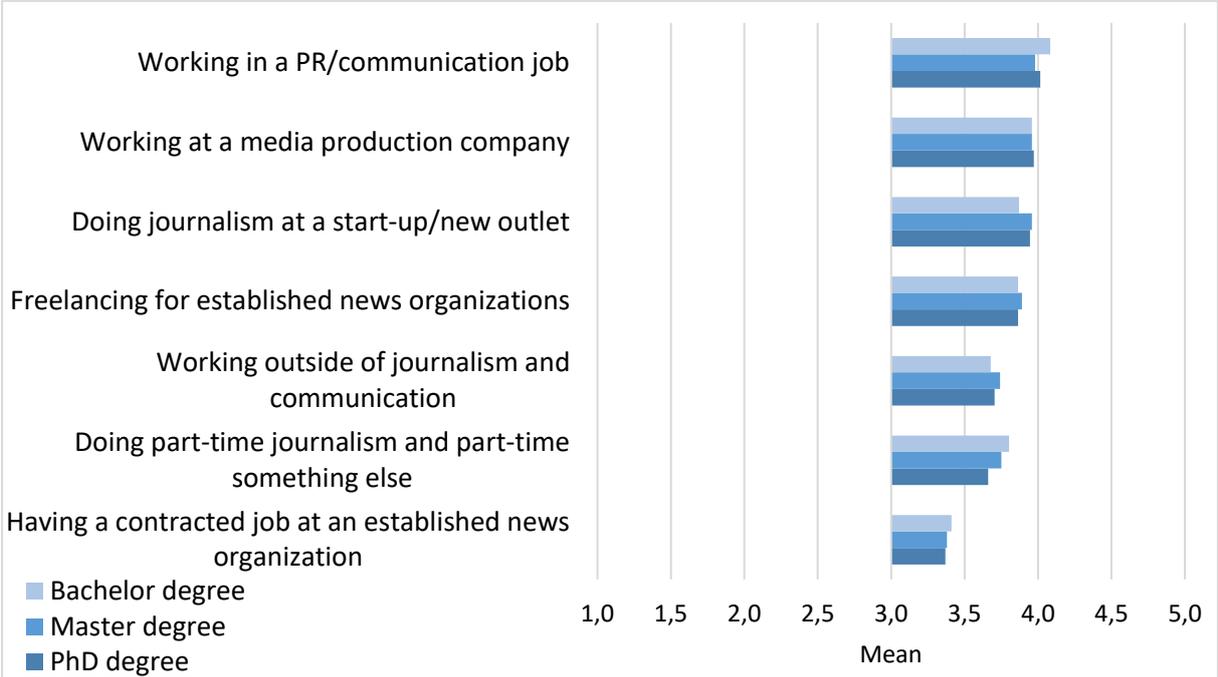
**Figure 11.2.2.** Age and Future Labour market



\* The difference between age groups is significant (One-way ANOVA with  $p < .05$ ).

Educational degree has no significant impact at all (Figure 11.2.3.).

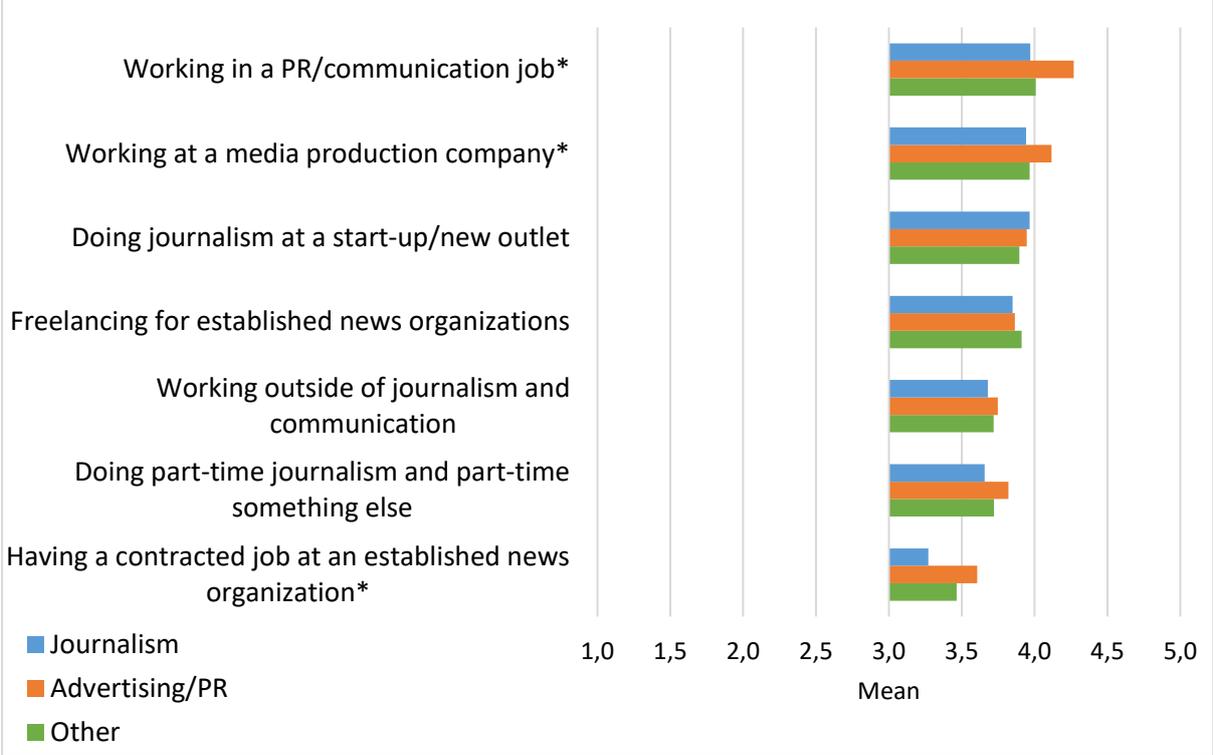
**Figure 11.2.3.** Educational degree and Future Labour market



\* The difference between educational degrees is significant (One-way ANOVA with  $p < .05$ ).

Teachers of Advertising/PR are in most cases a little more positive than journalism teachers, notably with regard to working in the field of PR/communication or media production (Figure 11.2.4.).

**Figure 11.2.4.** Teaching subject and Future Labour market



\* The difference between teaching subjects is significant (One-way ANOVA with  $p < .05$ ).

### 11.3. Future Labour market by Region

There are some remarkable differences between the eight global regions (Table 11.3.1.). In the global ranking, the option of getting a contracted job at an established news organization has the lowest position (rank 7). Most regions have this option at rank 7 too, except for China (rank 3), Russia (4) and Asia Pacific (5). Probably the so-called crisis in mainstream journalism<sup>27</sup> is more a Western than an Asian phenomenon.

In general, the rank correlations at the bottom of table 11.3.1. are relatively low, which points at a high level of deviation from the global average. Educators in Oceania differ the most, mainly because they are somewhat less optimistic about the chances for their students to actually work in journalism in the future. 'Working outside of journalism and communication' has the number 1 rank in this region, compared to number 5 globally. The other regions from the global south, Africa and South America, stay the closest to the overall global ranking: both have a rank correlation of 0,89.

**Table 11.3.1.** Region and Future Labour market

Future labour market	GLOBAL <sup>28</sup>	North America	South America	Europe Nordic	Russia	China	Asia Pacific	Oceania	Africa	SD
<b>N=</b>	1502	297	255	96	178	247	212	53	110	
Working in a PR/communication job	1	1	2	2	2	1	4	2	2	0,87
Working at a media production company	2	5	3	5	1	2	1	4	1	1,64
Doing journalism at a start-up/new outlet	3	3	1	3	5	4	2	4	4	1,20
Freelancing for established news organizations	4	2	4	1	3	6	3	6	3	1,66
Working outside of journalism and communication	5	4	5	6	7	5	6	1	6	1,73
Doing part-time journalism and part-time something else	6	6	6	4	6	7	7	3	5	1,32
Having a contracted job at an established news organization	7	7	7	7	4	3	5	7	7	1,54
<b>Rank correlation</b>	<b>1,00</b>	<b>0,75</b>	<b>0,89</b>	<b>0,57</b>	<b>0,64</b>	<b>0,61</b>	<b>0,68</b>	<b>0,36</b>	<b>0,89</b>	

<sup>27</sup> This so-called crisis is well-documented. See for instance: Alexander, J.C., Breese, E.B., & Luengo, M. (2016). *The crisis of journalism reconsidered. Democratic Culture, Professional Codes, Digital Future*. New York: Cambridge University Press.  
Curran, J. (2019). Triple crisis of journalism. *Journalism*, 20(1) 190-193.

<sup>28</sup> Educators from 'Europe various' are included in the Global figures, but they are not part of one of the regions.

#### 11.4. Conclusion

Journalism educators around the globe are in general not very optimistic about the chances of their students to get a job in journalism, and especially getting a *contracted* job in journalism. Working outside journalism, in PR/communication or at a media production company, is generally seen as a far more likely career.

It can be seen as a kind of awkward situation when students for a specific profession are believed – by their own teachers – to have the best career opportunities outside that specific profession. Maybe journalism teachers are worried about the future of journalism in general and as a supplier of jobs in particular. Perhaps journalism teachers see a growing gap between their teaching and the direction in which journalism practice is evolving. It could be that there are other reasons for the mismatch between the study of journalism and its labour market prospects. Our research cannot provide an evidence-based answer; further research should shed more light on this. Especially on the question whether this somewhat strange situation is caused by a quantitative or a qualitative mismatch.

## 12. QUALIFICATIONS FOR TEACHERS

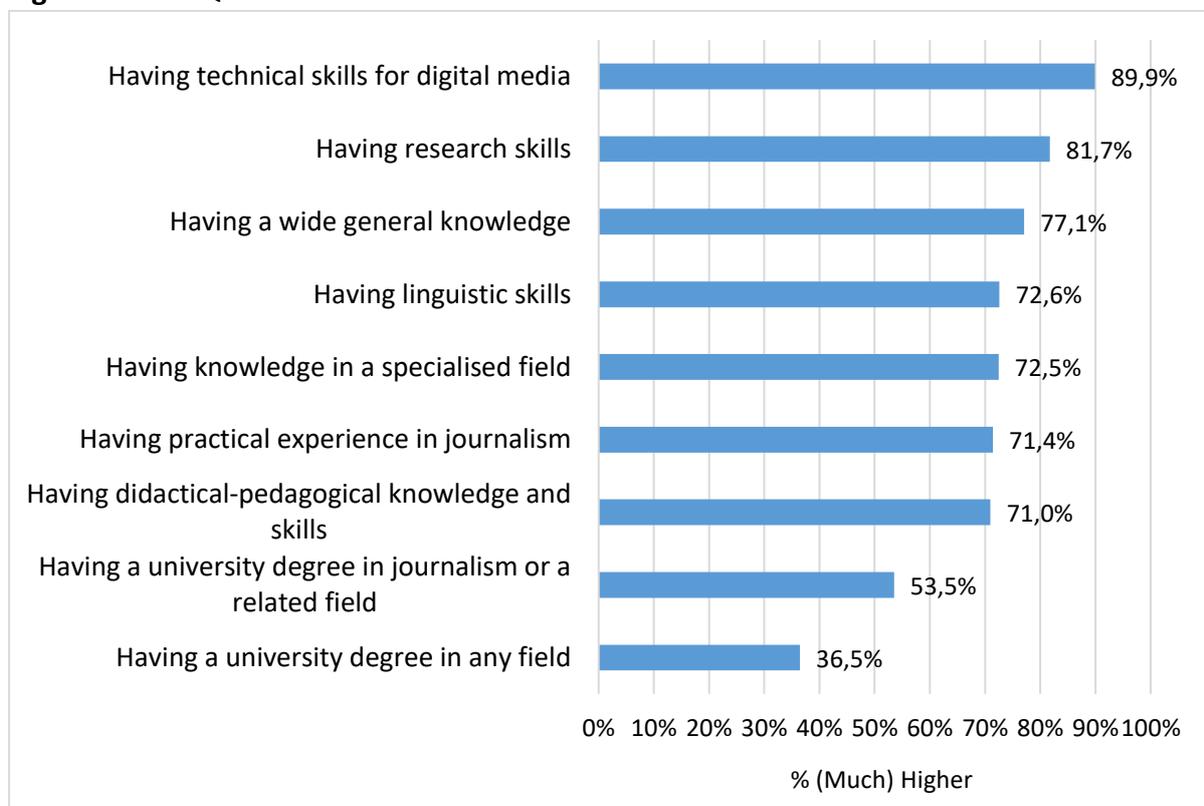
In the questionnaire about roles, values and (student) qualifications, two additional questions were inserted: one about the future labour market (Chapter 11) and one about qualifications for journalism teachers, which is the subject of this chapter. Which qualifications for teachers should become more important or less important in the next ten years? Nine qualifications were given, and the tenth option was: “Something else, please specify”. Journalism teachers had to indicate the future importance of each of the qualifications on a scale from 1 (much lower) to 5 (much higher).

### 12.1. Qualifications for Teachers Global

Figure 12.1.1. shows the global outcome. Almost all distinguished qualifications for teachers should become more important in the next decade in the eyes of the respondents, but not all of them to the same extent.

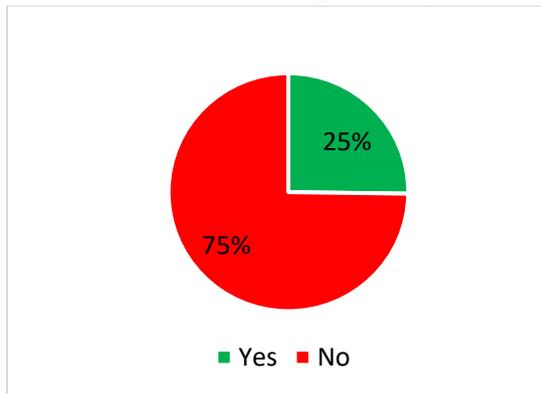
Almost 90% of the respondents believe that the importance of ‘Having technical skills for digital media’ should become higher or much higher. The second qualification in line is ‘Having research skills’, followed by ‘Having a wide general knowledge’. These outcomes reflect the main direction in which professional journalism as well as journalism education might evolve; the keywords are: ‘digital’, ‘research’ and ‘general knowledge’.

**Figure 12.1.1.** Qualifications for Teachers Global



At the bottom of the figure we find the future importance of having a university degree. As we have seen before (paragraph 4.2.3.), about 90% of the respondents already has a PhD or Master degree, and another 6% has a Bachelor degree. This might explain the rather low score for the future importance of such a degree. These options had by far the highest percentage of respondents answering “same as now”(about 40%).

**Figure 12.1.2.** Views of teachers on teacher’s qualifications  
Percentage of respondents with ‘Something else’



A relatively high number of respondents ( $N=428$ ; 25,2%) have used the possibility of adding another qualification for teachers (Figure 12.1.2.). Almost two thirds (64,3%) of them believe that qualifications they added should become (much) more important in the next ten years. Most of the added qualifications are about skills, for example:

- *Having skills in media literacy education and fake news detection*
- *Business and management skills, as well as data skills*
- *New media skills*
- *Written and verbal Skills for communicating with diverse groups*
- *Interdisciplinary collaboration and financial skills*
- *Research and verification on the internet, maybe basic programming. Visualisation.*

The second category of added qualifications are about norms, values and personality:

- *Knowledge and understanding of diversity and inclusion*
- *Be enthusiastic, honest, and love about the profession*
- *Ethics and morality*
- *Global awareness*

The third category is about the affiliation with professional practice:

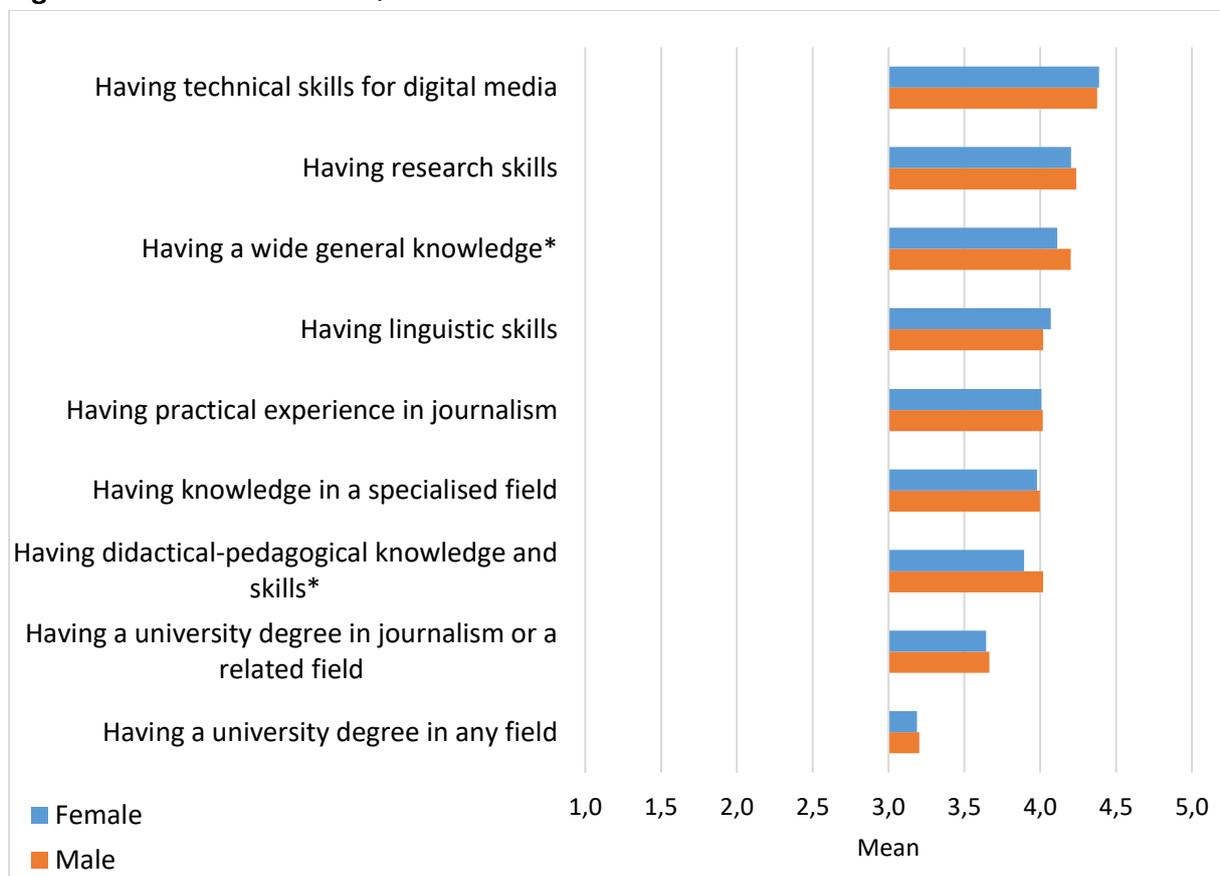
- *Still be an active journalist*
- *Having contact with current newsrooms*
- *If journalism professors can be practitioners at the same time, that would be a great help to students. They will get theoretical and practical instruction which is the best of both worlds.*

## 12.2. Qualifications Teachers by background variables

In the previous chapters it became clear that the four distinguished background variables – Gender, Age, Educational degree, Teaching subject – in general have very limited impact on the outcomes. With regard to the qualifications for the teachers themselves this is somewhat different, especially with regard to Age and Teaching subject.

Gender has – again – little influence (Figure 12.2.1.). In two cases the differences between female and male teachers is statistically significant, though still limited: male teachers ascribe more importance to ‘Having a wide general knowledge’ and to ‘Having didactical-pedagogical knowledge and skills’.

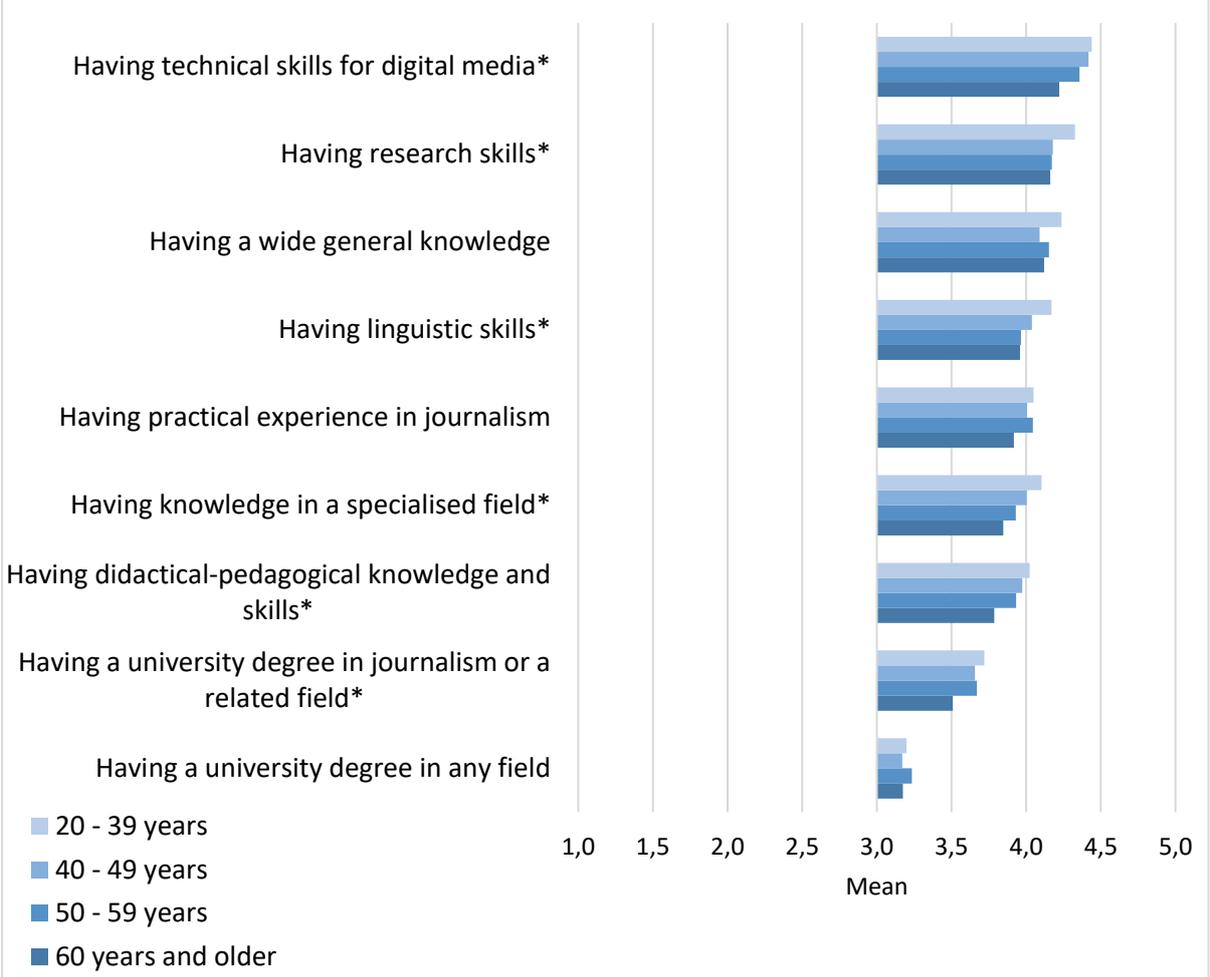
**Figure 12.2.1.** Gender and Qualifications for Teachers



\* The difference between females and males is significant (One-way ANOVA with  $p < .05$ ).

Age has more impact, and in a systematic way: younger teachers find more strongly that almost all qualifications should become more or far more important in the next decade. Most of these differences are statistically significant (Figure 12.2.2.).

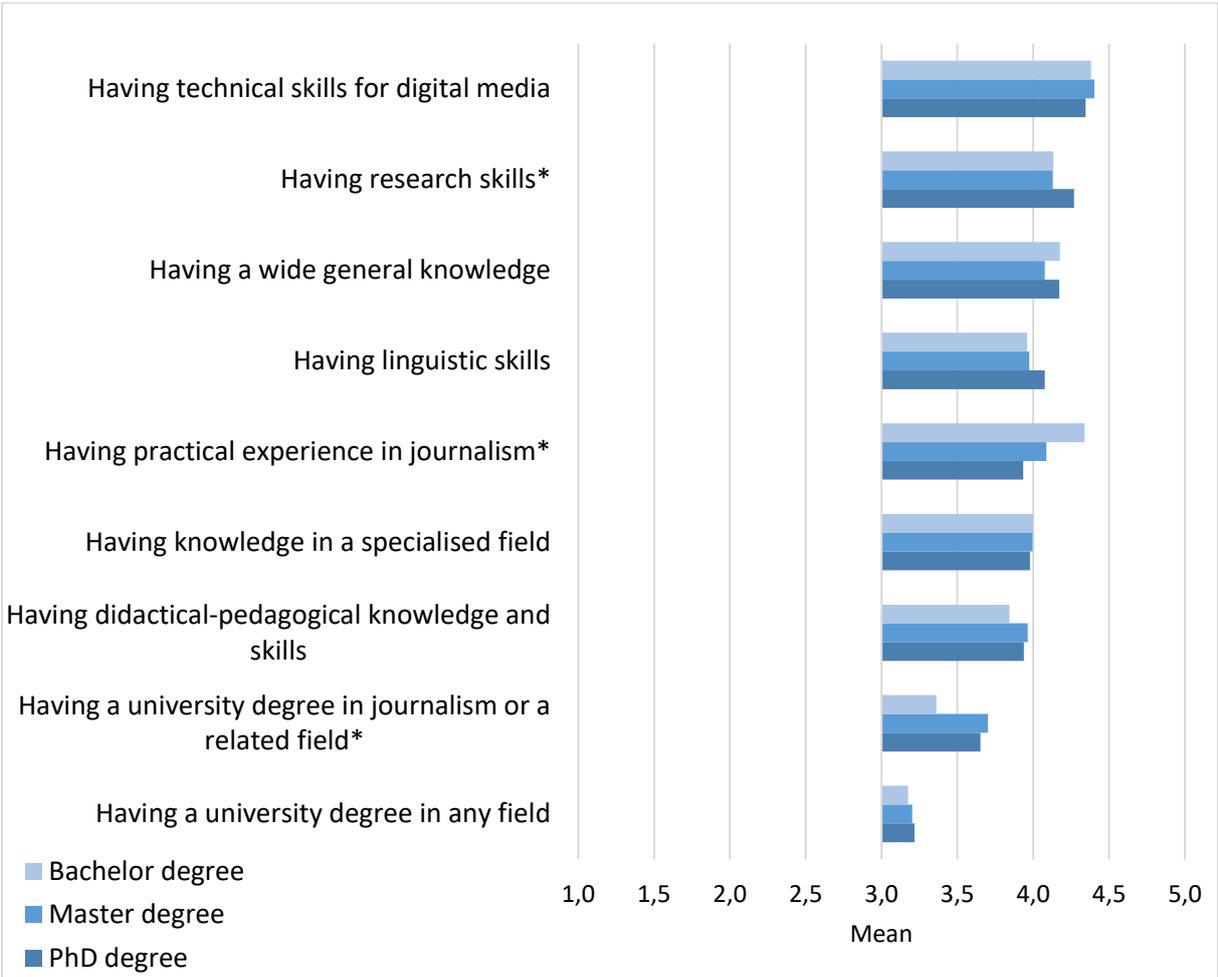
**Figure 12.2.2.** Age and Qualifications for Teachers



\* The difference between age groups is significant (One-way ANOVA with  $p < .05$ ).

Educational degree has limited impact (Figure 12.2.3.). Teachers with a PhD degree show significantly more support for ‘Having research skills’, while teachers with a Bachelor degree clearly more often believe that ‘Having practical experience in journalism’ should become more important, and clearly less often that ‘Having a university degree in journalism or a related field’ should become more important. This outcome might be influenced by the fact that in many countries having a bachelor degree is in itself not sufficient for becoming a teacher in higher education, but this deficiency can be compensated by having relevant experience in the field.

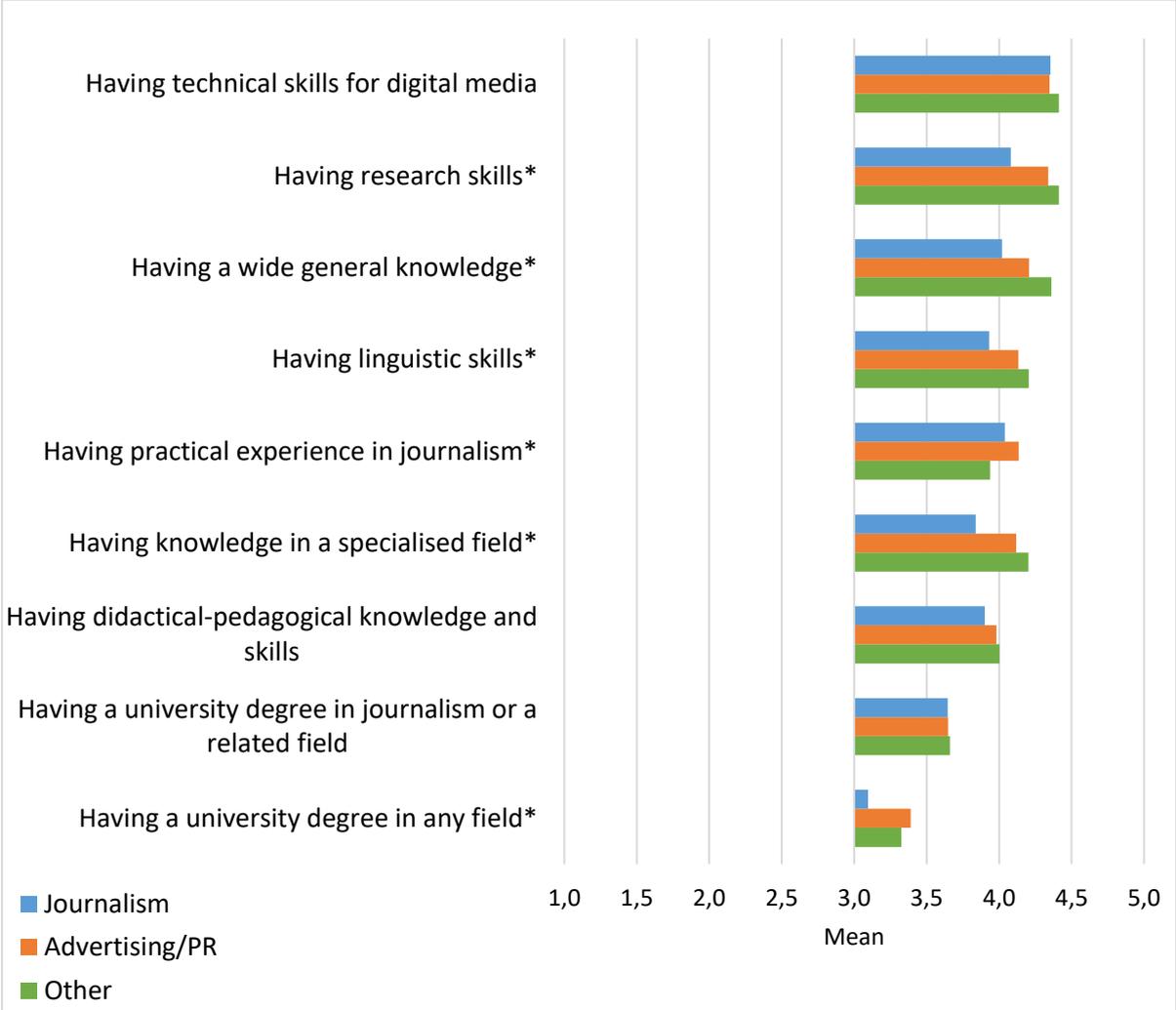
**Figure 12.2.3.** Educational degree and Qualifications for Teachers



\* The difference between educational degrees is significant (One-way ANOVA with  $p < .05$ ).

Teaching subject makes a significant difference in six cases. In four cases teachers of 'Other' subjects have the highest score and teachers of Journalism the lowest. These are the qualifications about research skills, linguistic skills, wide general knowledge and specialist knowledge. Teachers of Journalism also have the lowest score on 'Having a university degree in any field', while teachers of Other subjects have the lowest score on 'Having practical experience in journalism'.

**Figure 12.2.4.** Teaching subject and Qualifications for Teachers



\* The difference between teaching subjects is significant (One-way ANOVA with  $p < .05$ ).

### 12.3. Qualifications for Teachers by Region

The overall picture of the regional rankings is that there is a fairly high level of consensus about the top 3, middle 3 and bottom 3 qualifications for teachers (Table 12.3.1).

Nevertheless, there are some remarkable differences. In North America linguistic skills have a relatively low ranking (position 7). In South America and Europe Nordic the didactical-pedagogical qualification has a high ranking (position 2, in both cases). Russia has a rather low ranking for research skills (position 5). Africa has a relatively high ranking for a university degree in journalism (position 5). Finally, Oceania, Asia pacific and China have a ranking that strongly resembles the global one (rank correlations about 0,9), with China being the only region where digital skills are not the number 1.

**Table 12.3.1.** Qualifications for Teachers by Region

Qualifications teachers	GLOBAL <sup>29</sup>	North America	South America	Europe Nordic	Russia	China	Asia Pacific	Oceania	Africa	SD
<b>N=</b>	1509	304	255	99	182	244	211	54	106	
Having technical skills for digital media	1	1	1	1	1	3	1	1	1	0,66
Having research skills	2	2	3	3	5	1	2	2	2	1,12
Having a wide general knowledge	3	4	4	6	2	2	3	4	3	1,22
Having linguistic skills	4	7	5	6	3	4	6	5	6	1,20
Having practical experience in journalism	5	3	6	5	4	6	5	3	4	1,12
Having knowledge in a specialised field	6	6	8	4	6	5	4	7	7	1,36
Having didactical-pedagogical knowledge and skills	7	5	2	2	8	7	7	6	8	2,29
Having a university degree in journalism or a related field	8	8	7	8	7	9	8	8	5	1,12
Having a university degree in any field	9	9	9	9	9	8	9	9	9	0,33
<b>Rank correlation</b>	<b>1,00</b>	<b>0,85</b>	<b>0,72</b>	<b>0,63</b>	<b>0,88</b>	<b>0,92</b>	<b>0,93</b>	<b>0,93</b>	<b>0,87</b>	

<sup>29</sup> Educators from 'Europe various' are included in the Global figures, but they are not part of one of the regions.

## 12.4. Conclusion

The central question in this chapter has been: Which qualifications for teachers should become more important or less important in the next ten years? Nine qualifications were given, and the tenth option was: “something else, please specify”.

In the eyes of the respondents, especially the younger ones, almost all distinguished qualifications for teachers should become more important in the next decade, but not all of them to the same extent. The most important qualifications lie in the field of ‘digital skills’, ‘research skills’ and ‘general knowledge’.

There are no remarkable differences on the level of the global regions. The overall picture of the regional rankings is that there is a fairly high level of consensus, which is remarkable in itself. The qualification that shows the lowest level of consensus is the one about didactical-pedagogical knowledge and skills: low position in Asia and Africa, high position in Europe Nordic and South America.

Teachers of ‘Other’ subjects have the highest scores on qualifications about research skills, linguistic skills, wide general knowledge and specialist knowledge. This suggests that the view of respondents on the future importance of certain qualifications for teachers is influenced by the subject they teach.

## 13. REGIONAL FILES

This chapter shows the *regional* results of the inquiry into the view of journalism educators on journalistic roles, values and qualifications in the 21<sup>st</sup> century. Each paragraph will start with a summary of the most remarkable results of that specific region, followed by an overview of all the regional results, compared with the global outcomes

### 13.1. North America

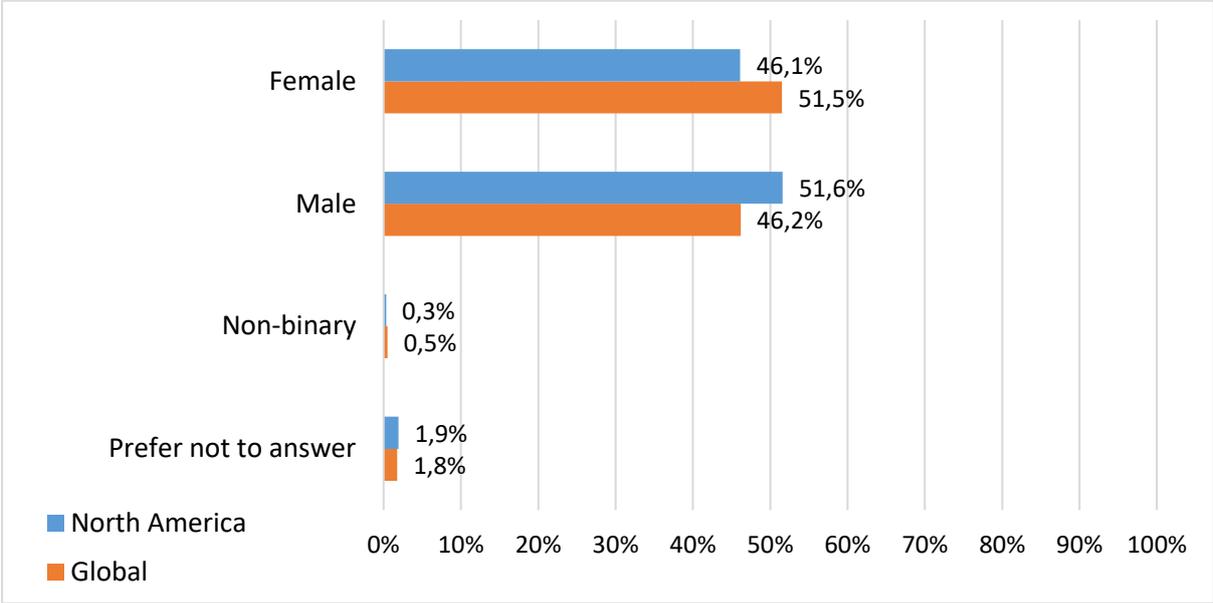
A total number of 330 respondents come from the region North America. This region contains respondents from the USA ( $N=217$ ) and Canada ( $N=113$ ).

In a relative sense, compared to other regions, journalism educators from North America:

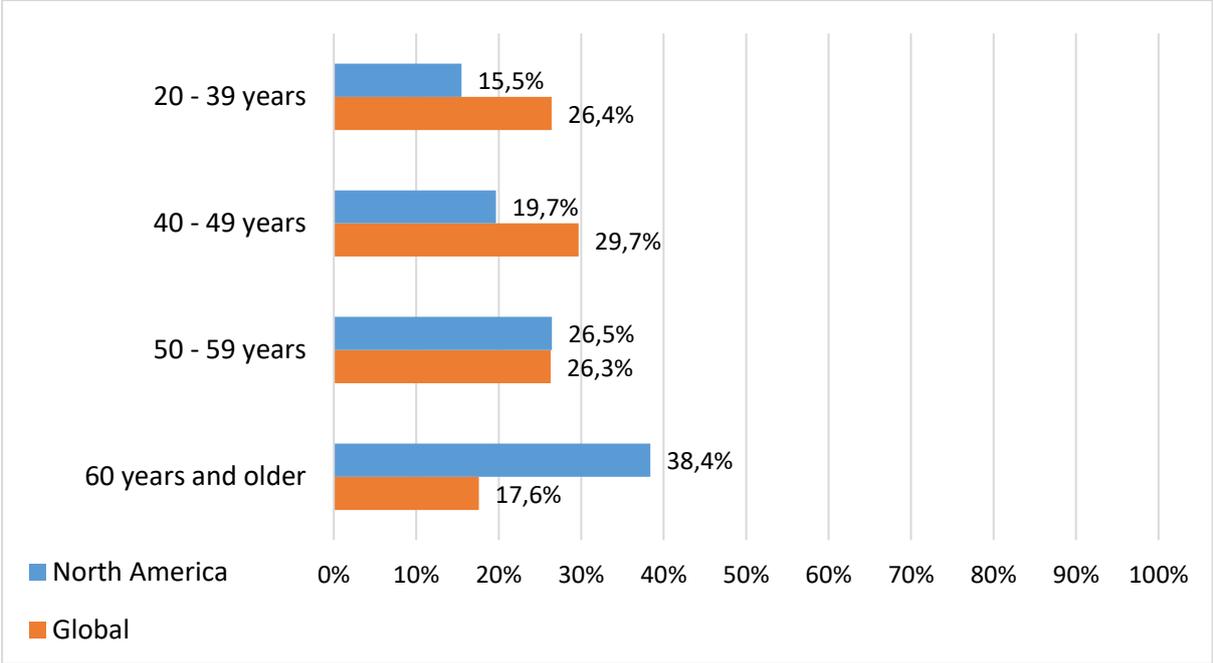
- are old ( $M=53,8$  years), often teach journalism instead of other subjects (69,1%) and have a lot of practical experience ( $M=14,4$  years);
- have low scores on almost each of the distinguished tasks, especially on tasks related to fast news dissemination and a consumer-oriented approach. They also have low scores on almost each of the distinguished attitudes, especially those related to mobilizing the public, such as influencing public opinion or promoting social change. In part as a result of this, they have low scores on all four journalistic roles, especially on the Disseminator and the Mobilizer role;
- are very critical of journalistic practices that have to do with misleading the public (e.g. altering quotes and photographs), but less critical of practices that have to do with gathering information (e.g. using personal and government documents without permission);
- do rather strongly agree with trends related to slow journalism (e.g. getting the whole story, long-term issues), but not with trends related to the concept of constructive journalism (such as more focus on successes instead of failures, on consensus instead of conflict) or interactive journalism (such as more focus on interaction and less on one-way sending);
- attach low future importance to all surveyed qualifications for students, especially those with regard to the fast dissemination of information (work under time pressure, recognize market opportunities, organise contributions from the public);
- strongly believe that their current journalism students will be working outside of journalism and communication.

13.1.1. Background variables

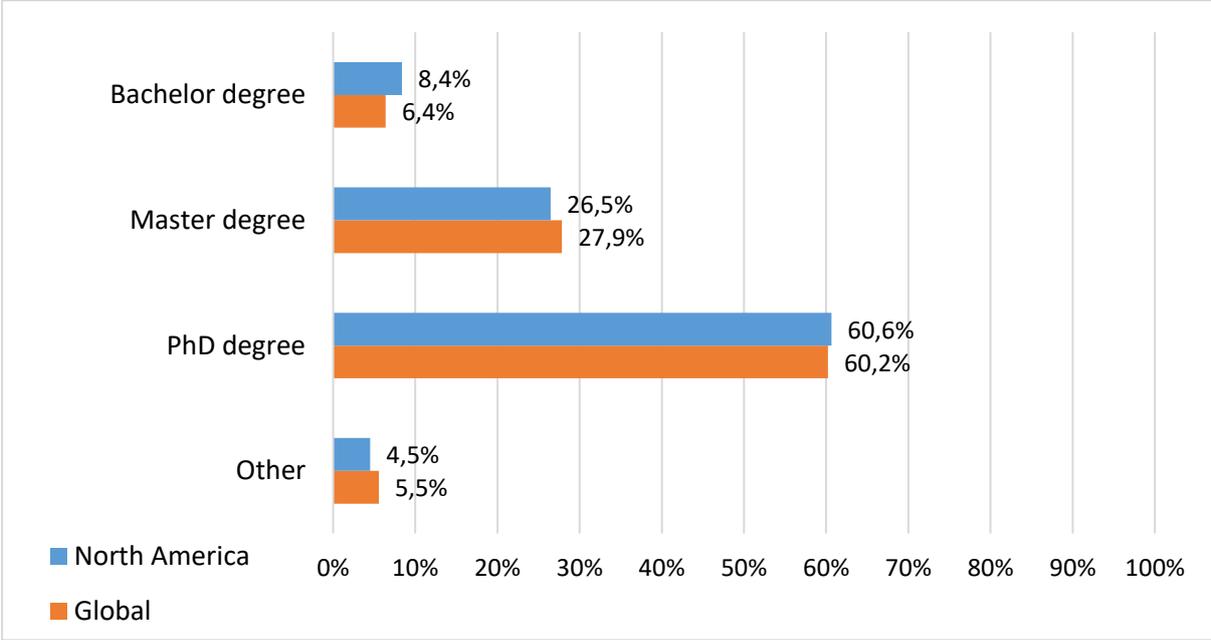
Gender



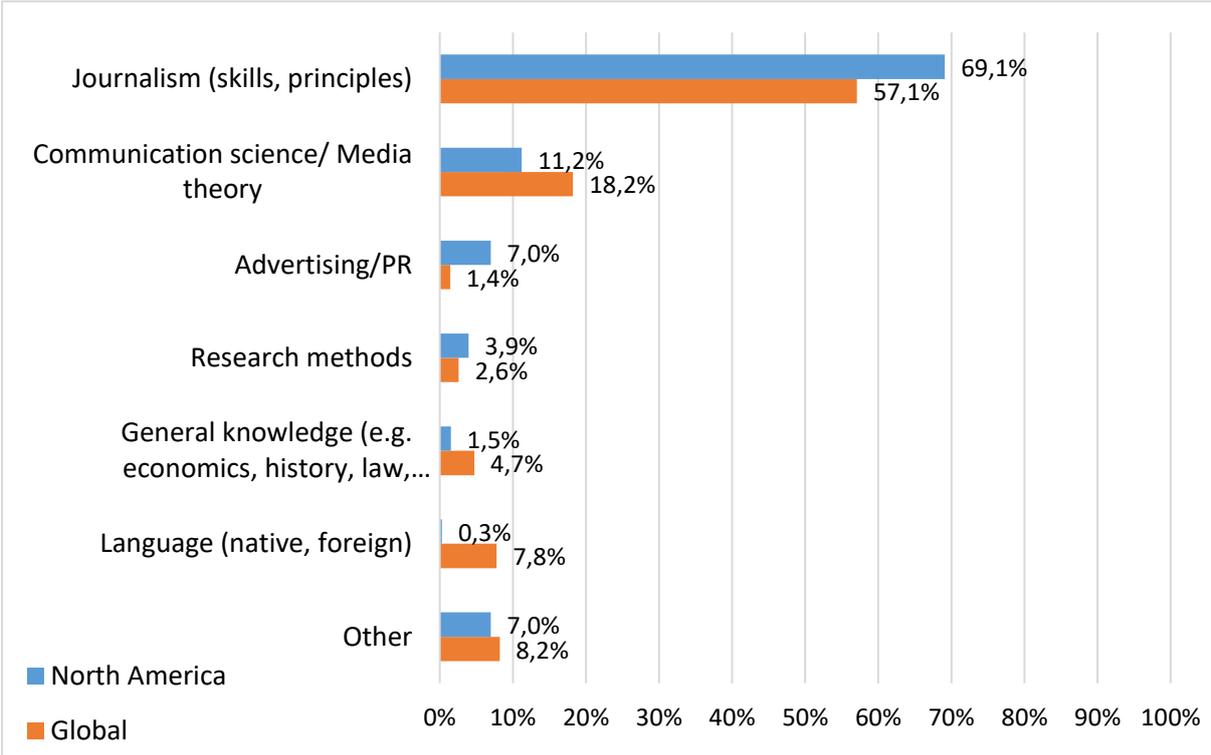
Age



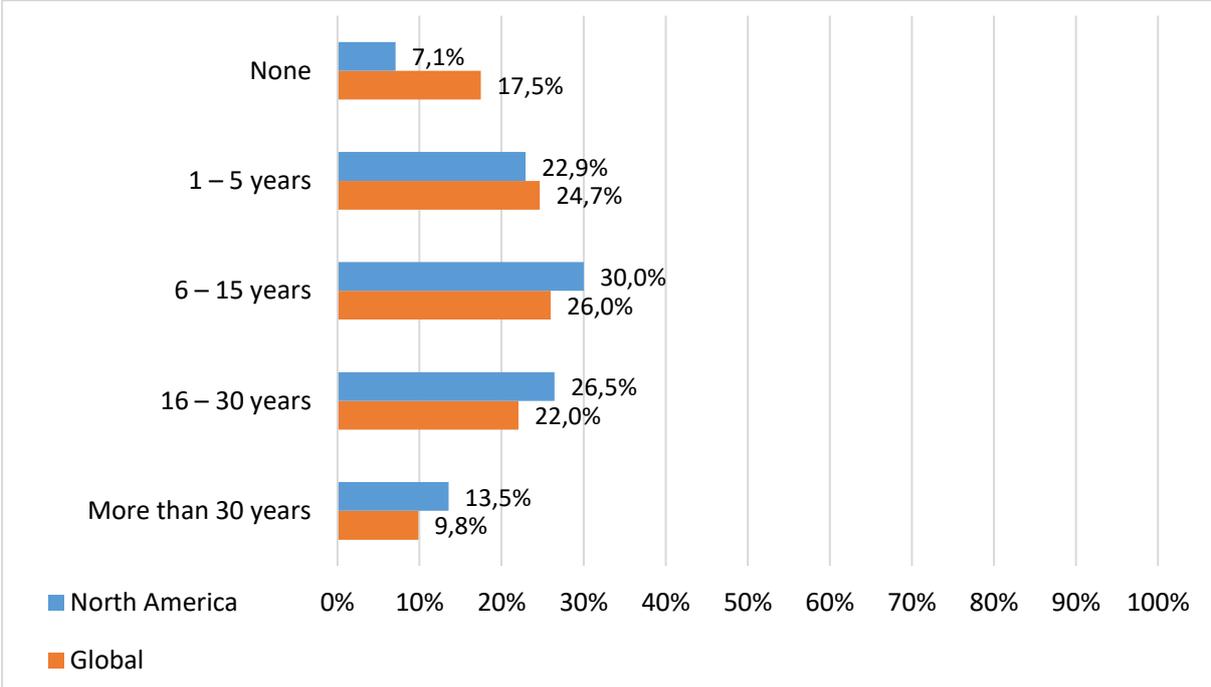
*Educational degree*



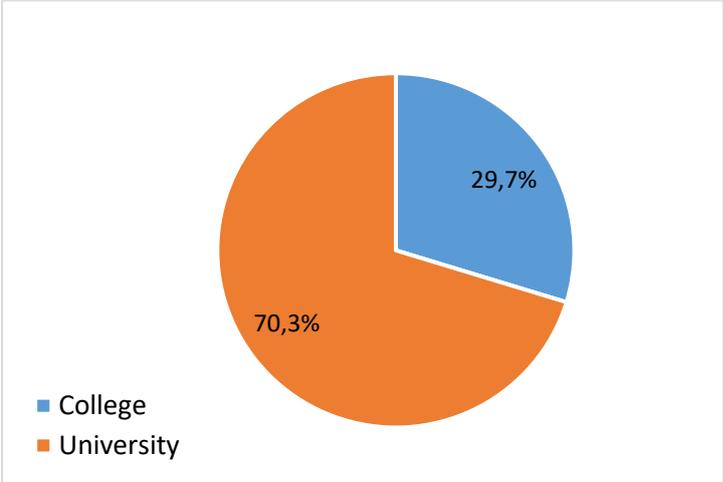
*Teaching subject*



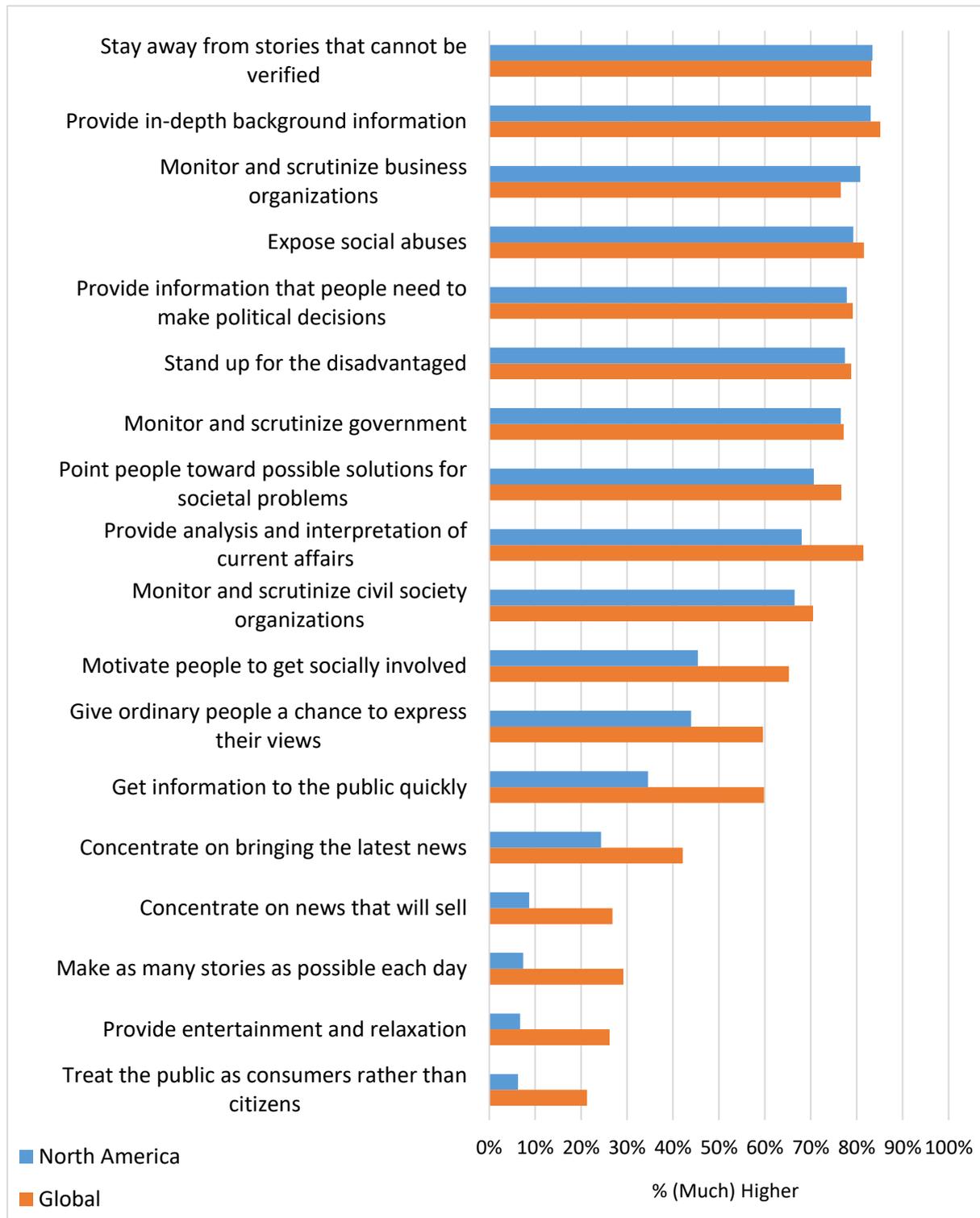
*Practical experience*



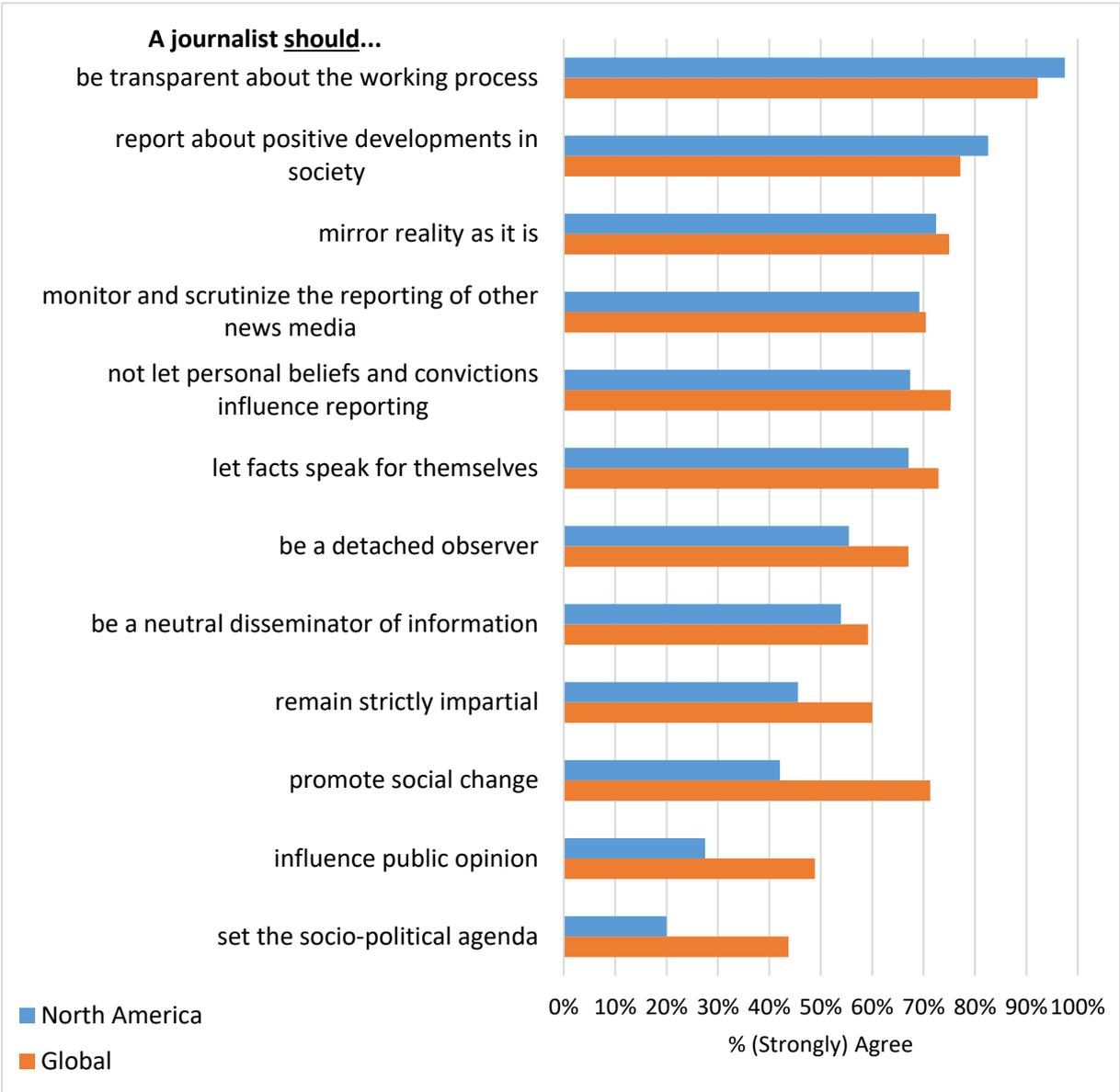
*Canada (N=111): type of institution*



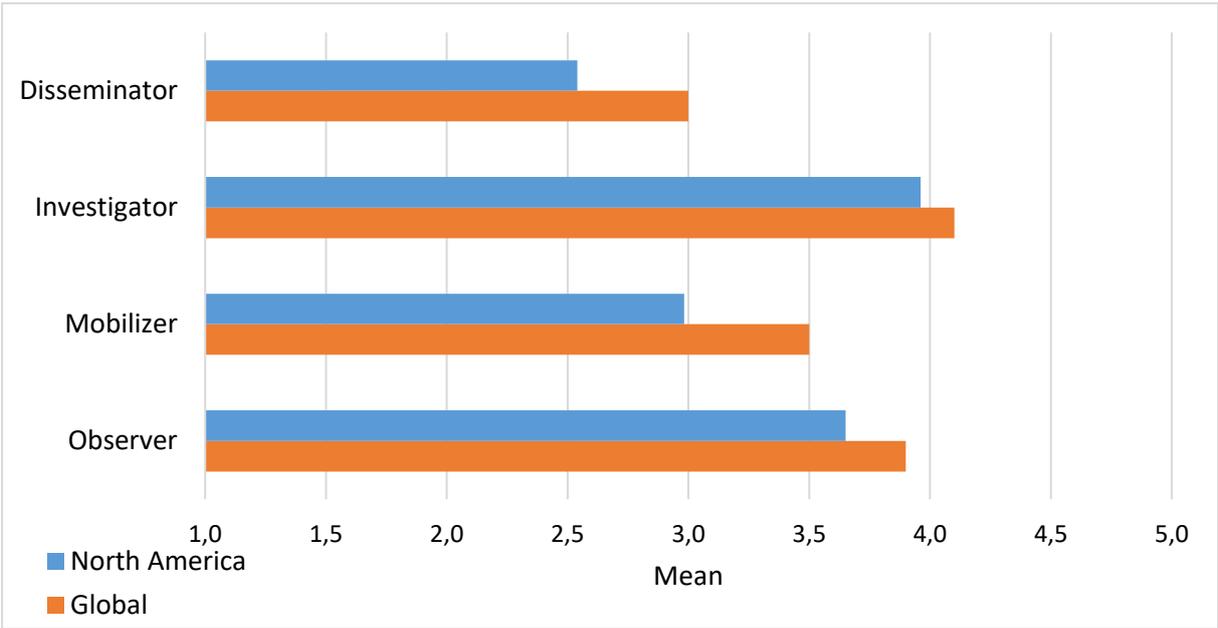
**13.1.2. Tasks**



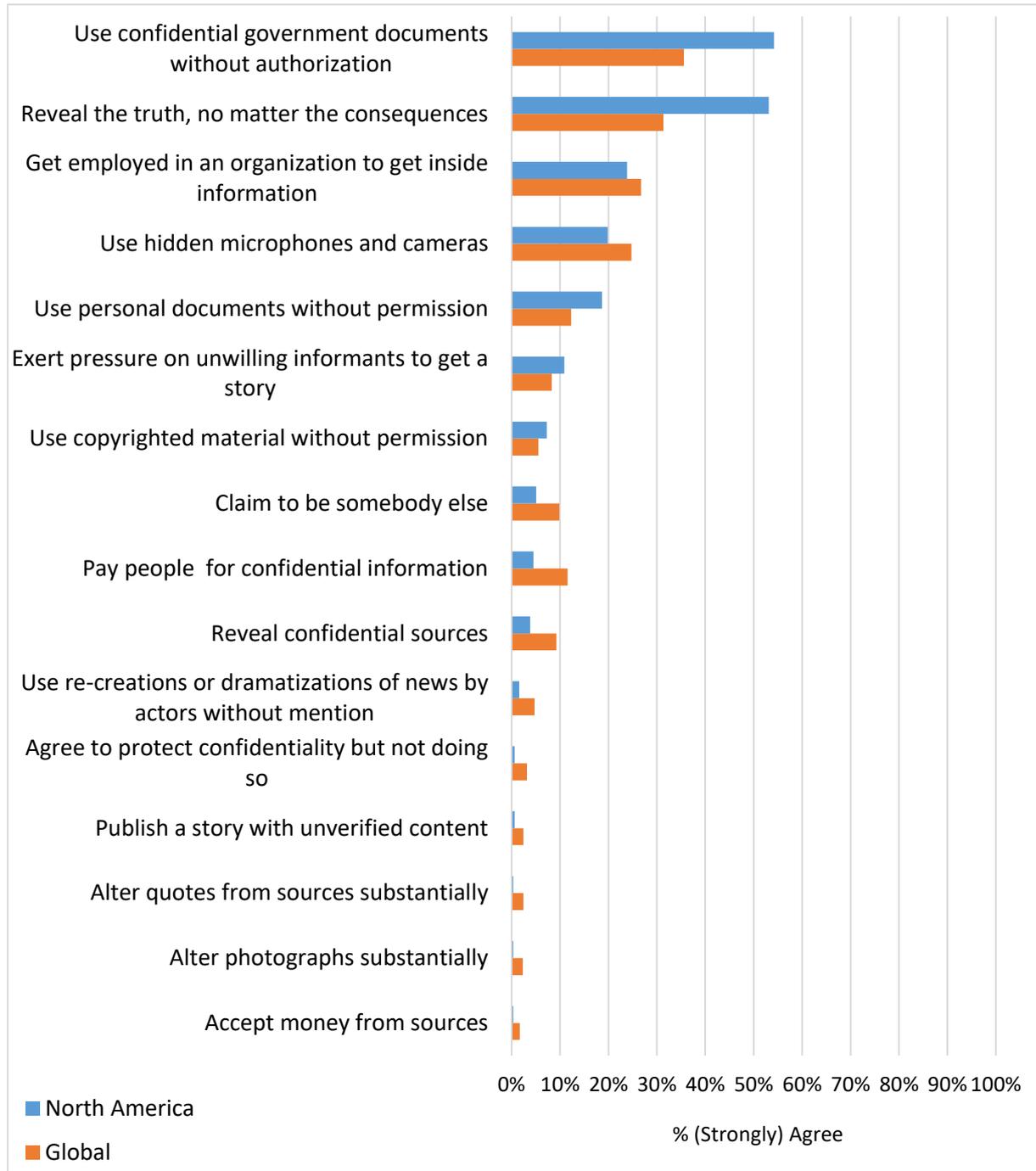
**13.1.3. Attitudes**



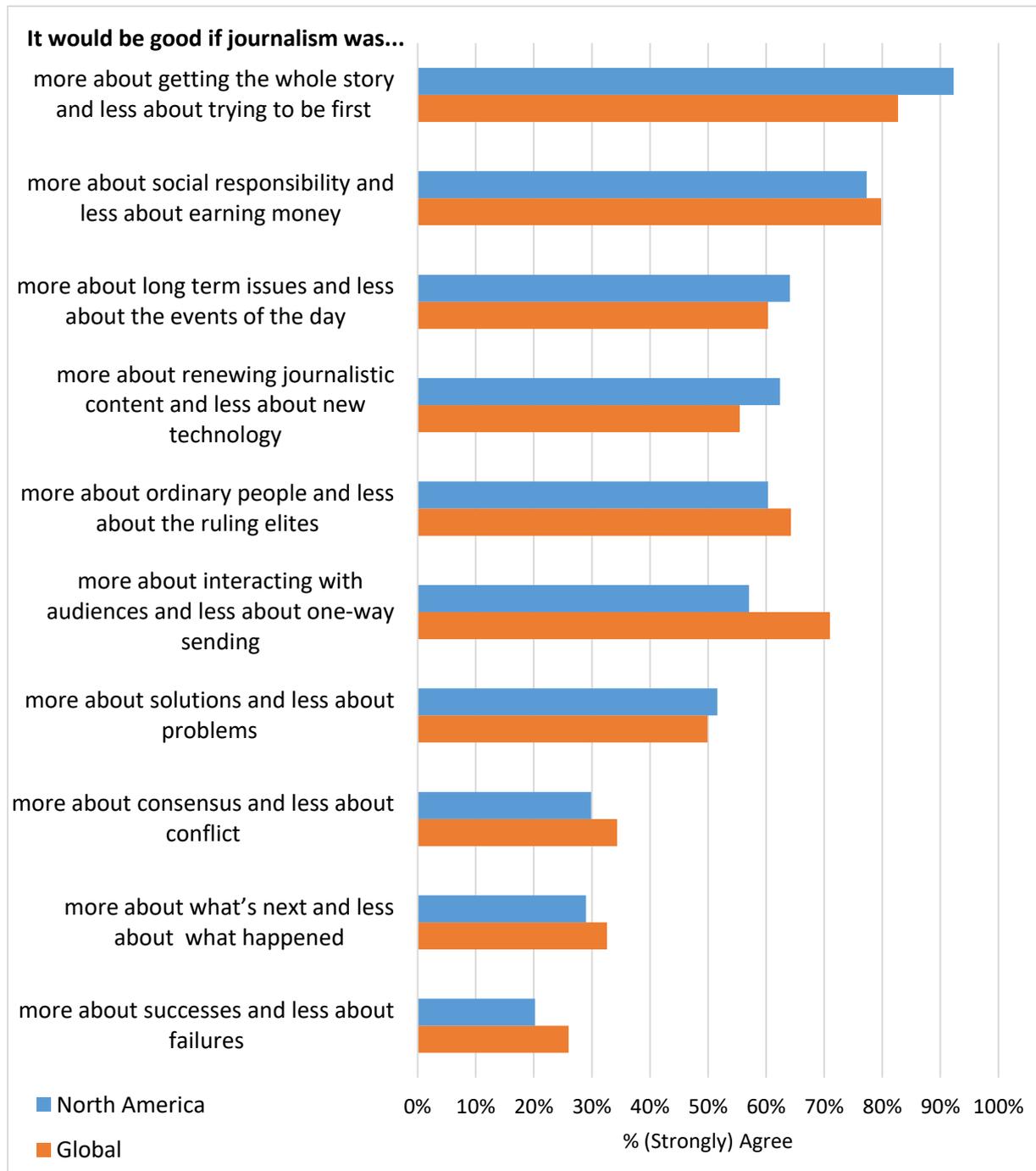
**13.1.4. Role orientations**



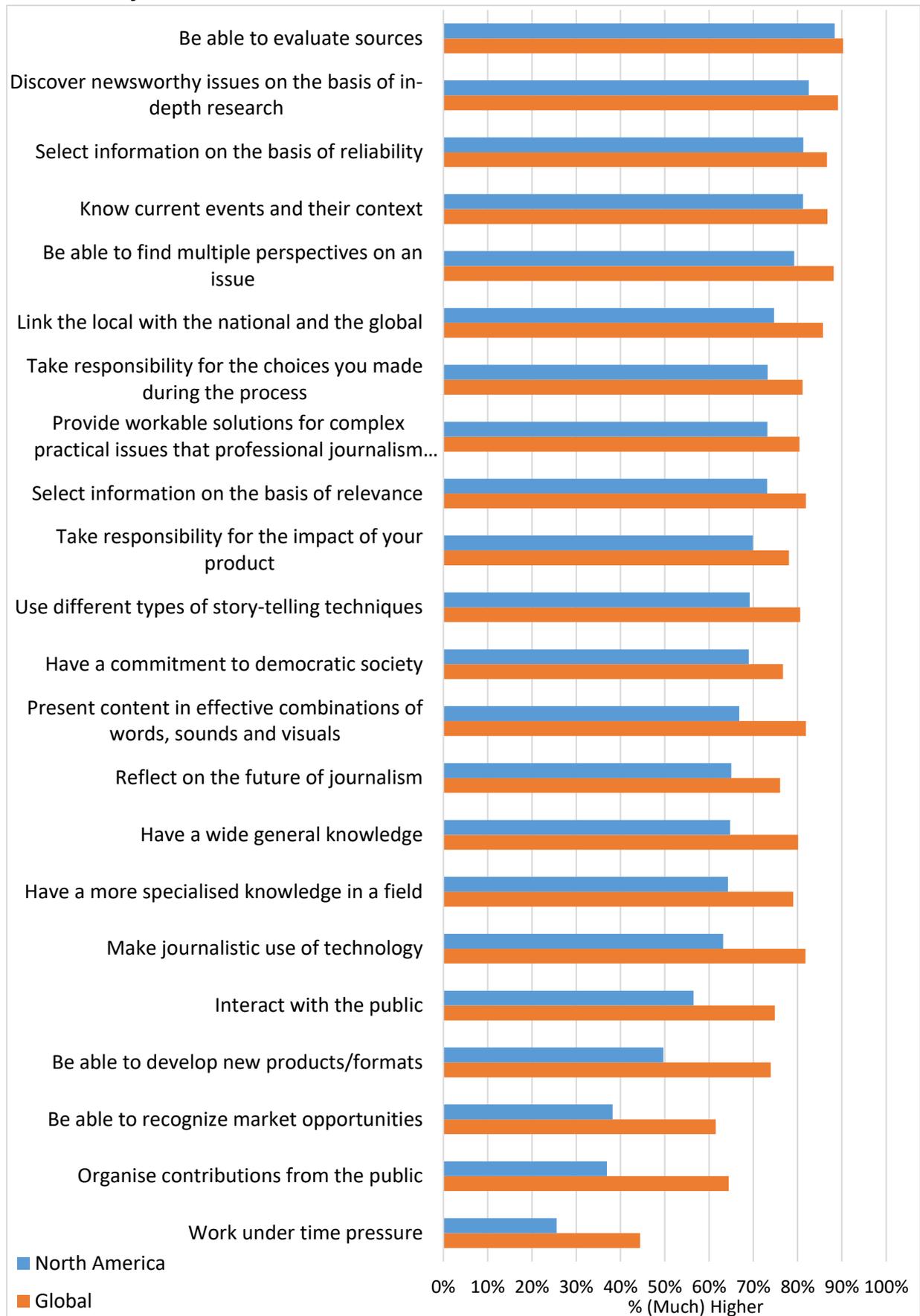
**13.1.5. Ethics**



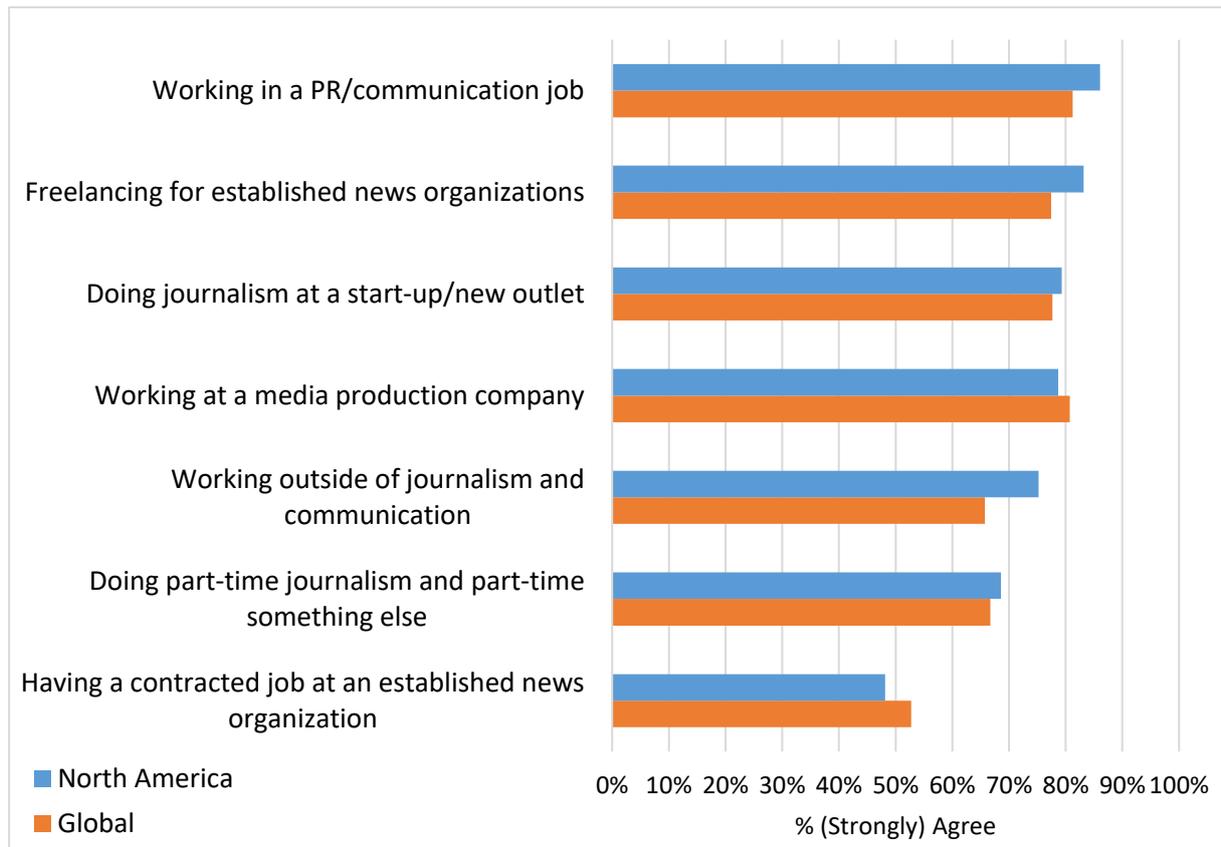
**13.1.6. Trends**



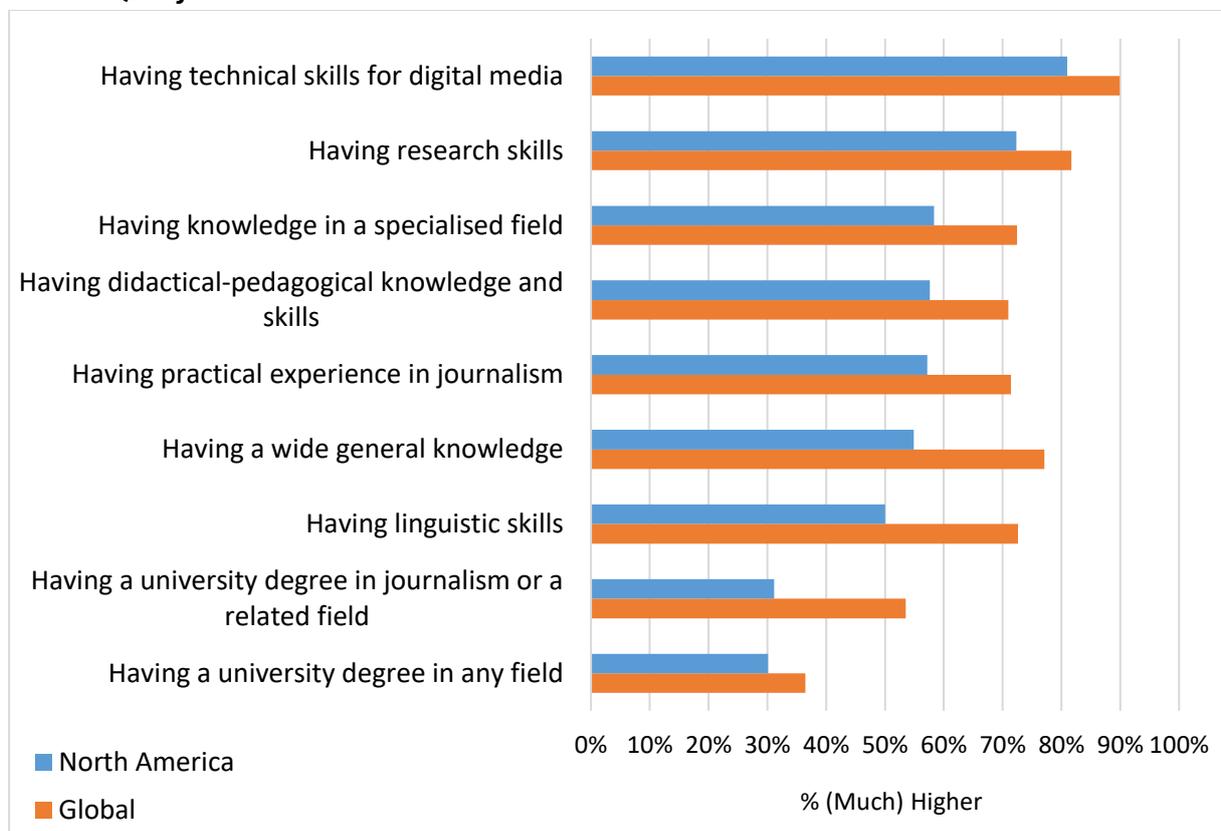
### 13.1.7. Qualifications Students



### 13.1.8. Future Labour market



### 13.1.9. Qualifications Teachers



### 13.2. South America

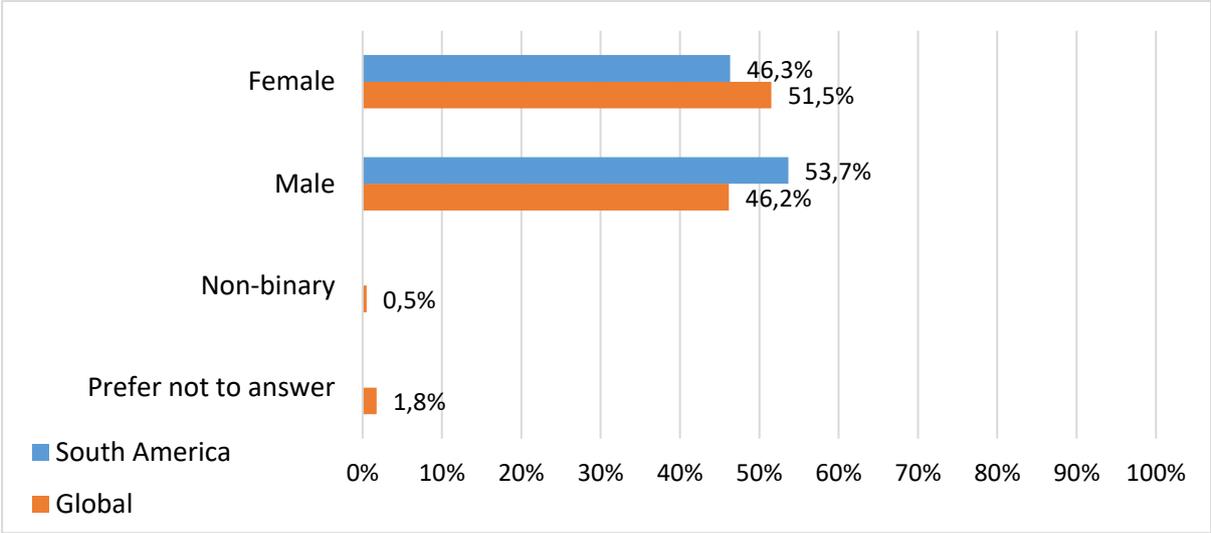
A total number of 276 respondents come from the region South America. This region contains respondents mainly from Brazil ( $N=273$ ), but also a few from Chile ( $N=2$ ) and Mexico ( $N=1$ ).

In a relative sense, compared to other regions, journalism educators from South America:

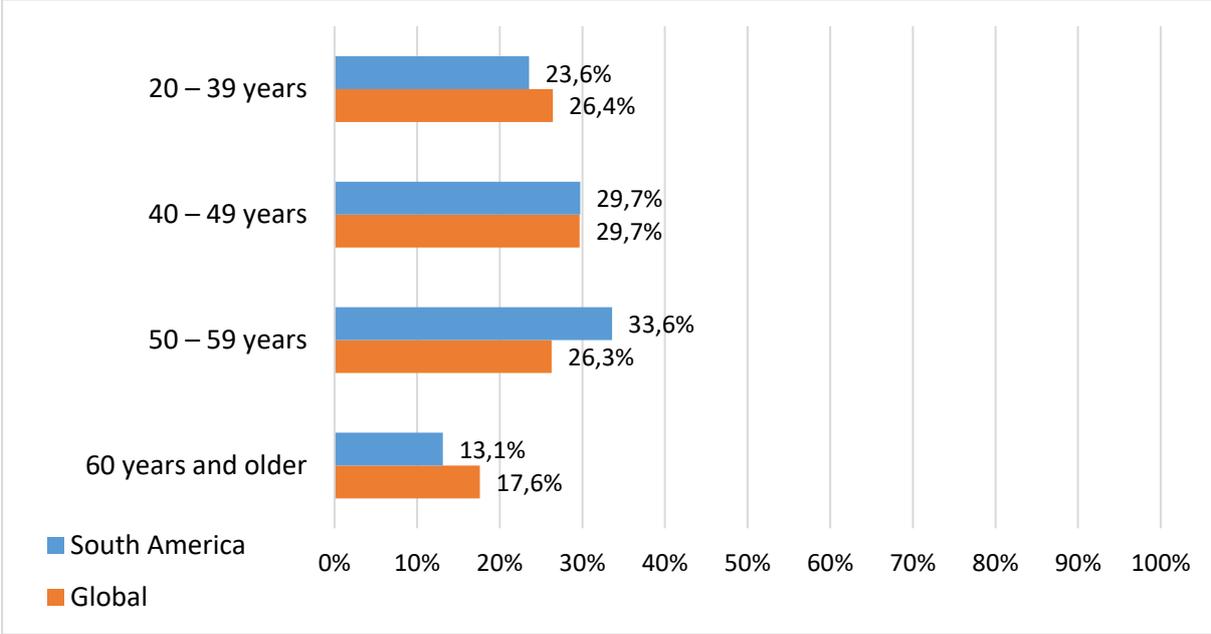
- are often male (53,7%), often teach journalism instead of other subjects (71%) and have a lot of practical experience ( $M=16,9$  years);
- have rather high scores for tasks that are related to the Investigator role and believe that journalists should intervene in society and not take the role of an observer;
- have a low acceptance of almost all presented disputable journalistic practices, especially those related to the presentation of information to the public (e.g. alter quotes or photographs, publish a story with unverified content) but not those related to the unauthorized use of confidential government documents and of hidden microphones and cameras;
- do not (strongly) agree with trends related to constructive journalism (e.g. more about successes, consensus, solutions);
- believe that almost all surveyed qualifications for students should become (much) more important, especially those that have to do with society (e.g. commitment to democratic society, link the local with the national and the global) or with the market (e.g. recognize market opportunities, organise contributions from the public), but not with working under time pressure;
- strongly believe that their current journalism students will not have a contracted job at an established news organization, but will most likely be doing journalism at a start-up.

13.2.1. Background variables

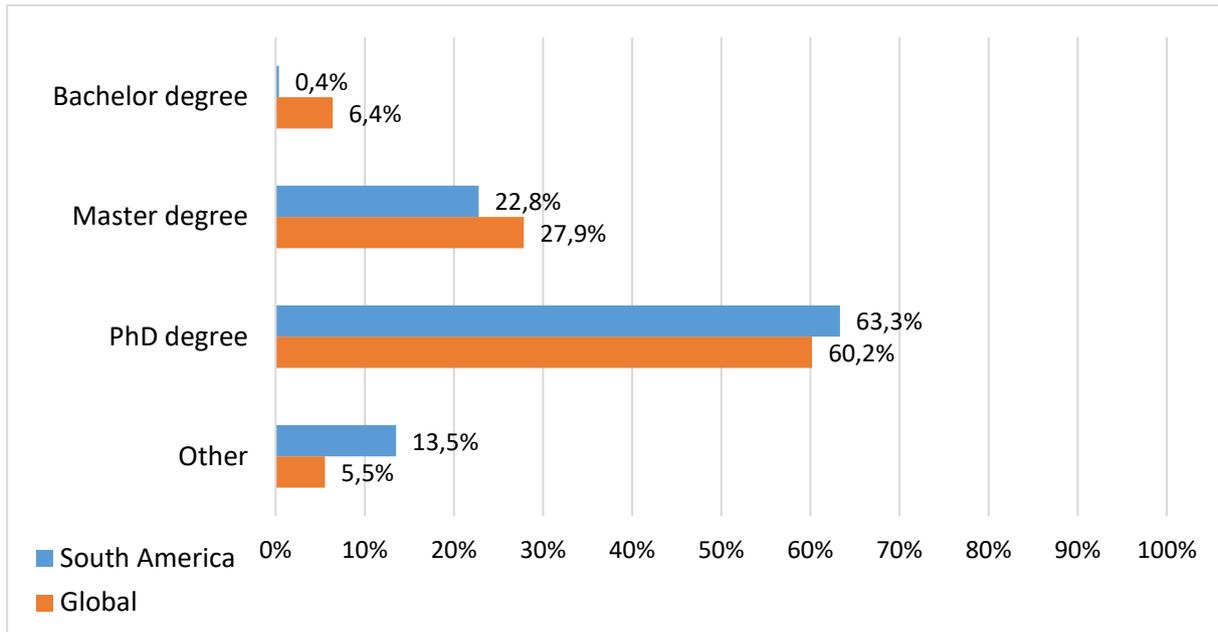
Gender



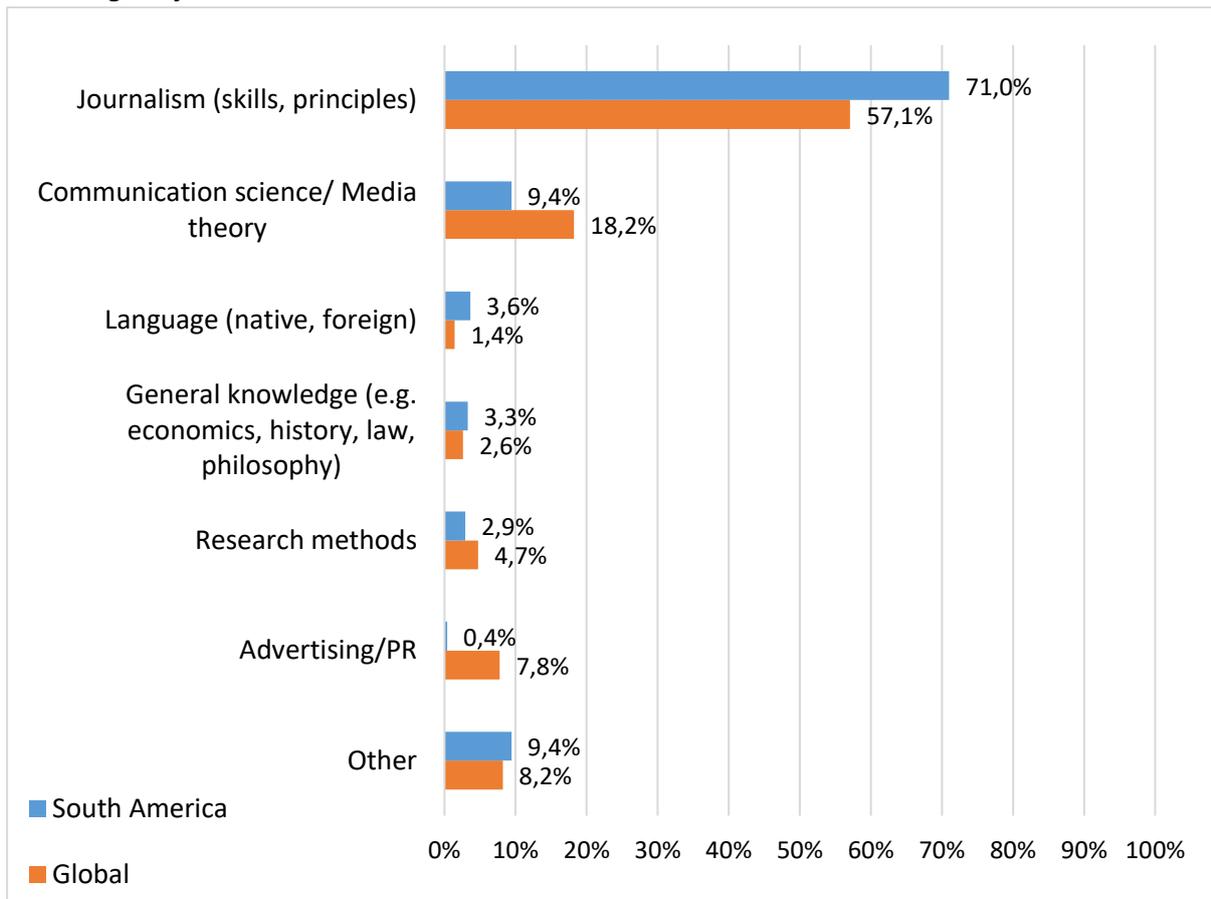
Age



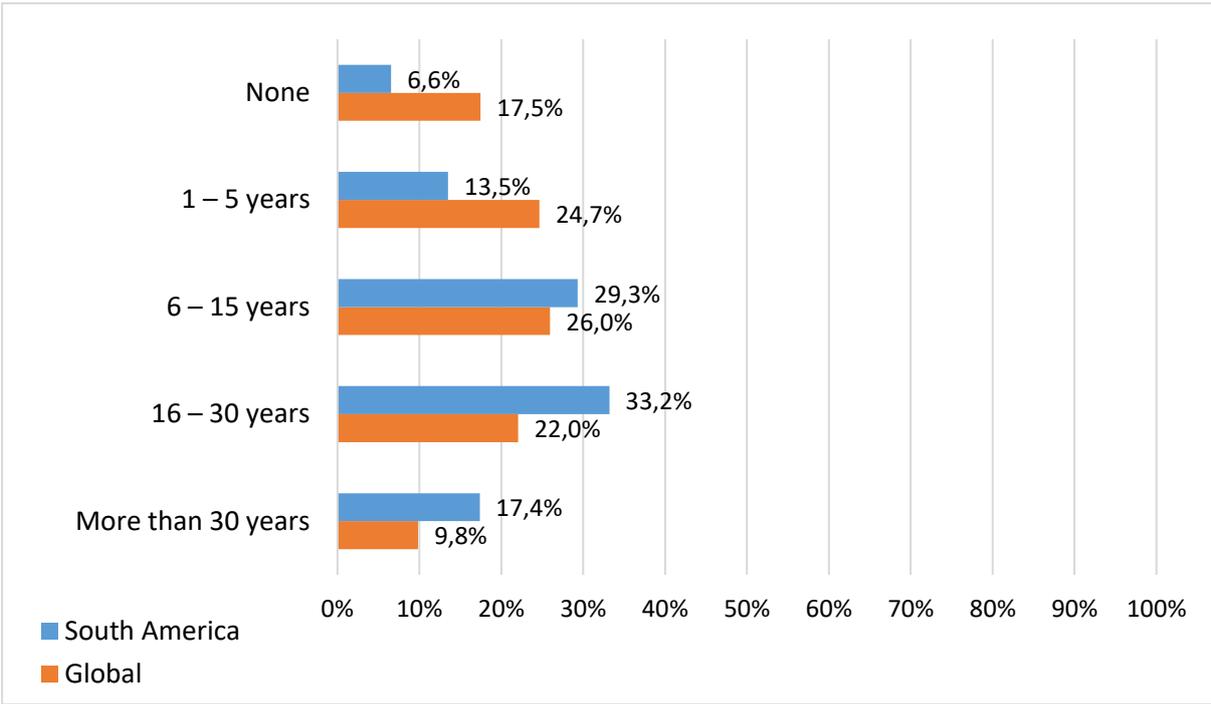
### Educational degree



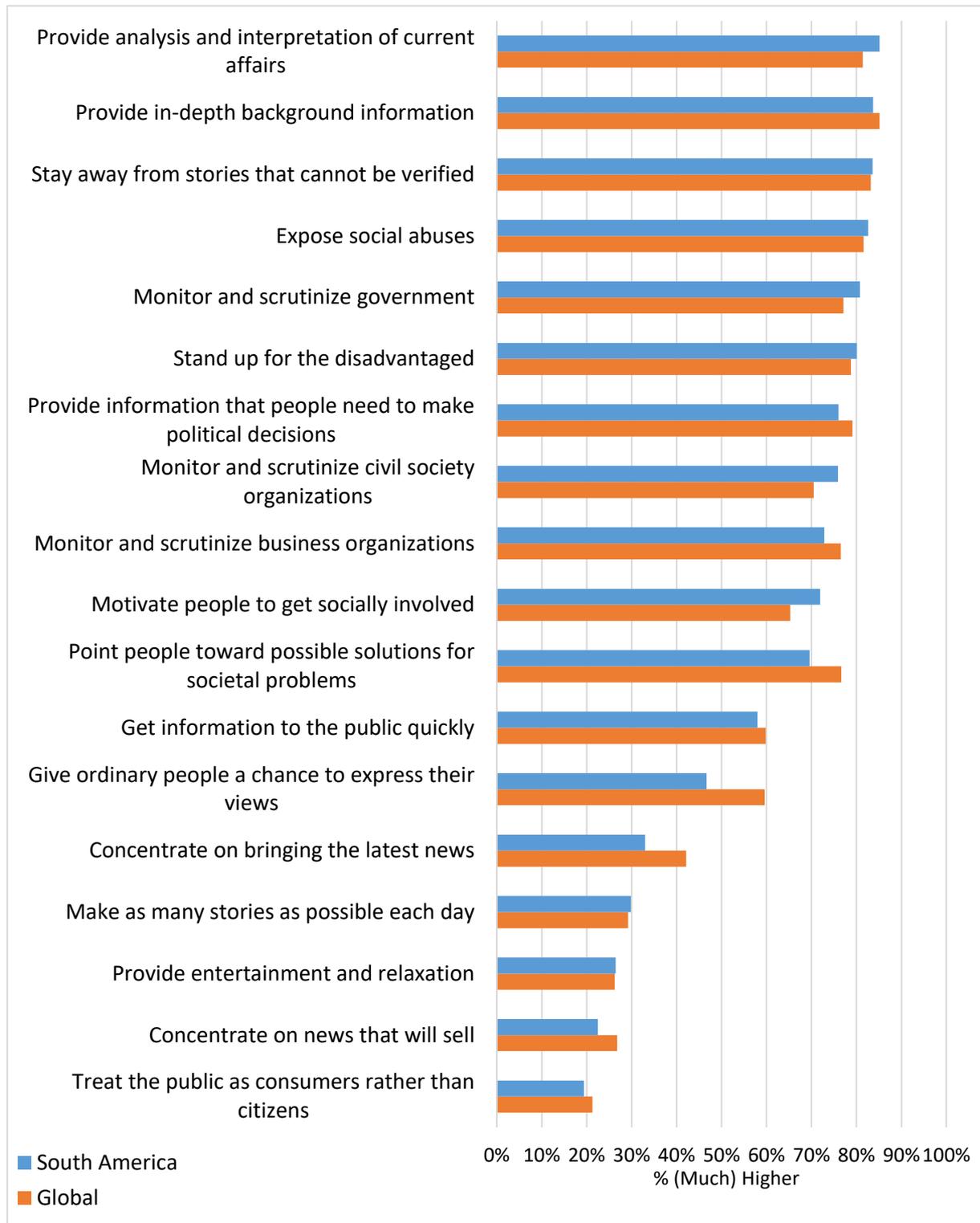
### Teaching subject



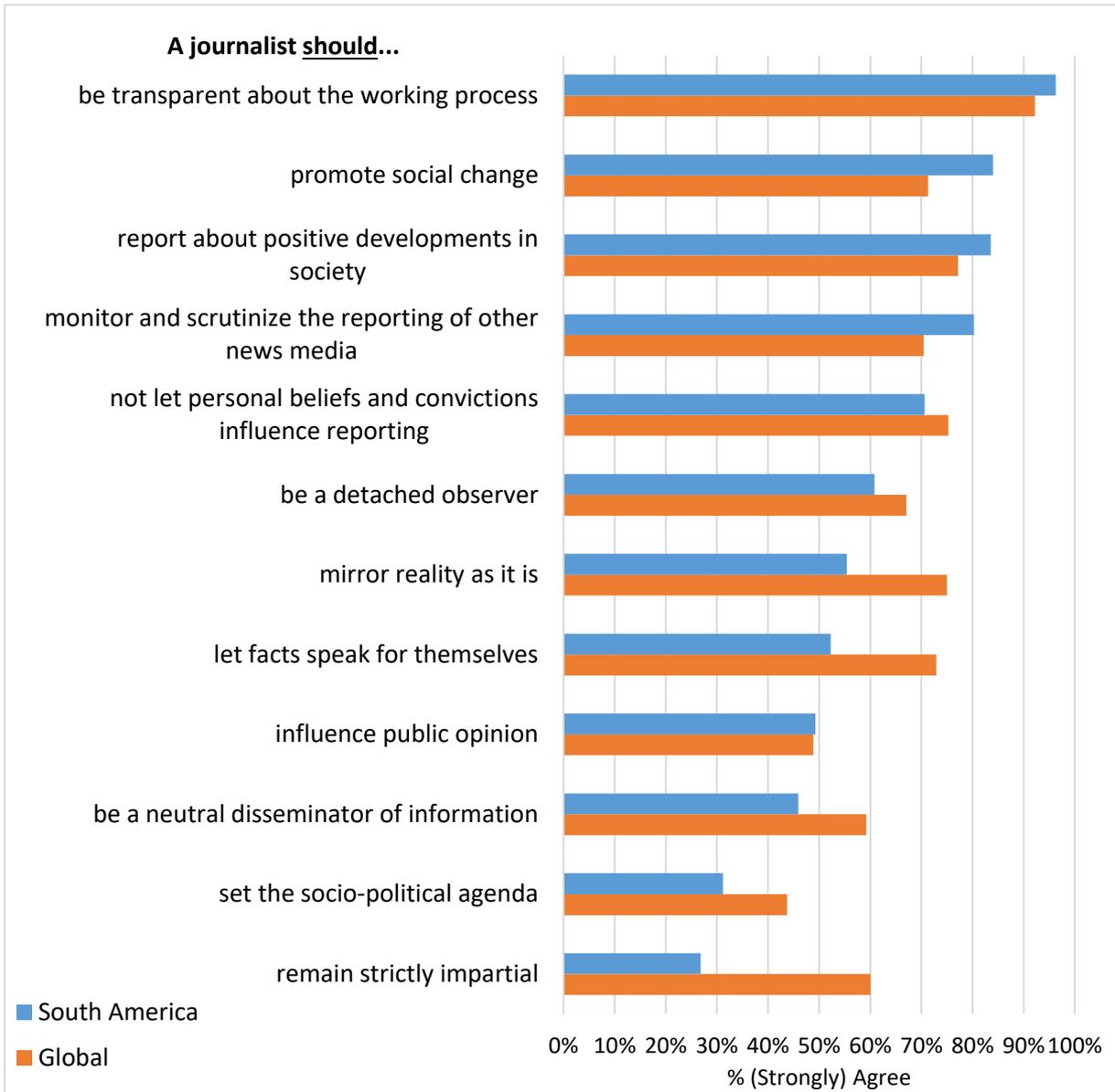
Practical experience



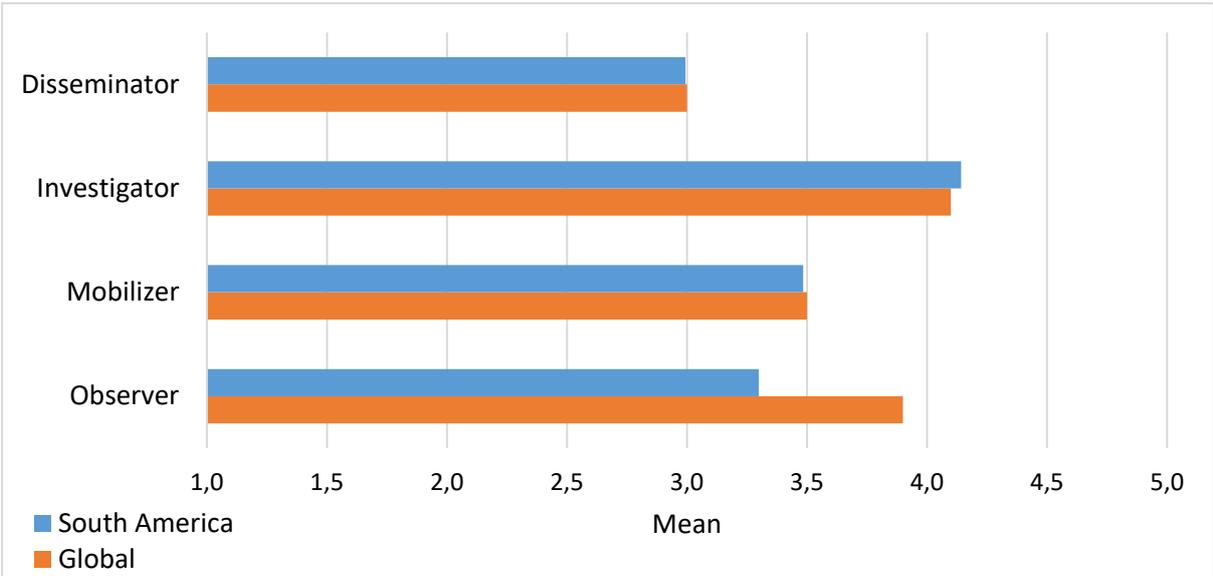
### 13.2.2. Tasks



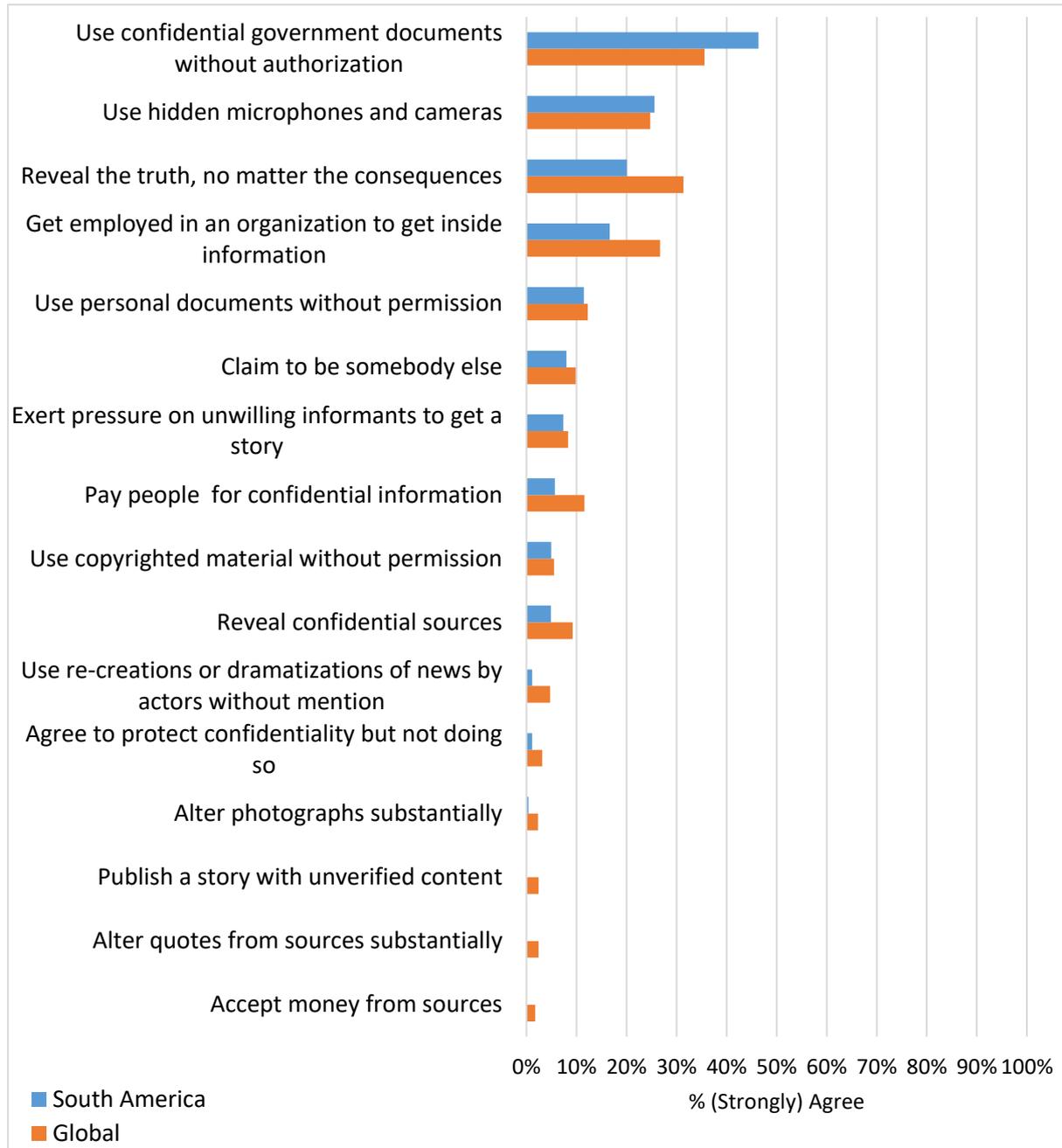
**13.2.3. Attitudes**



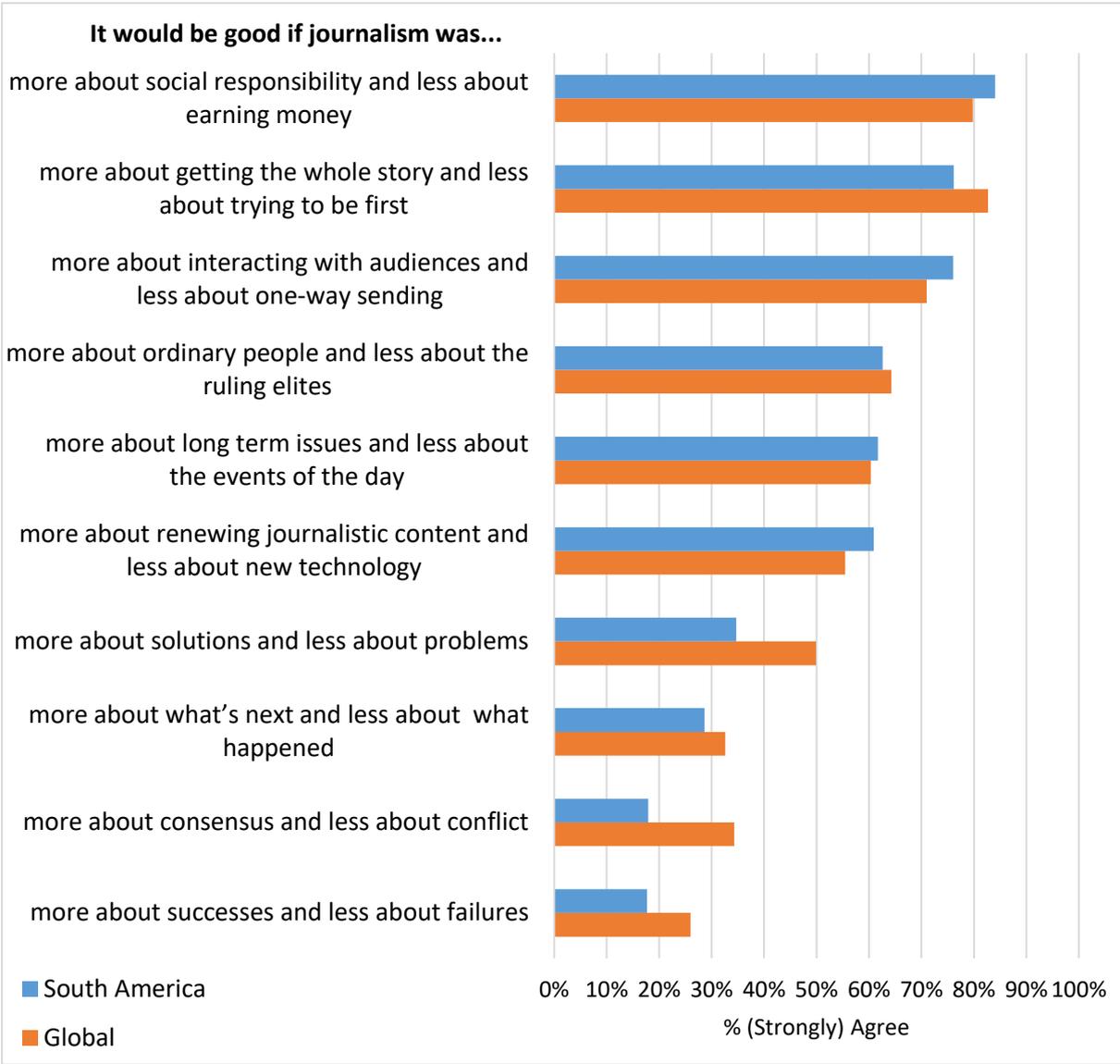
**13.2.4. Role orientations**



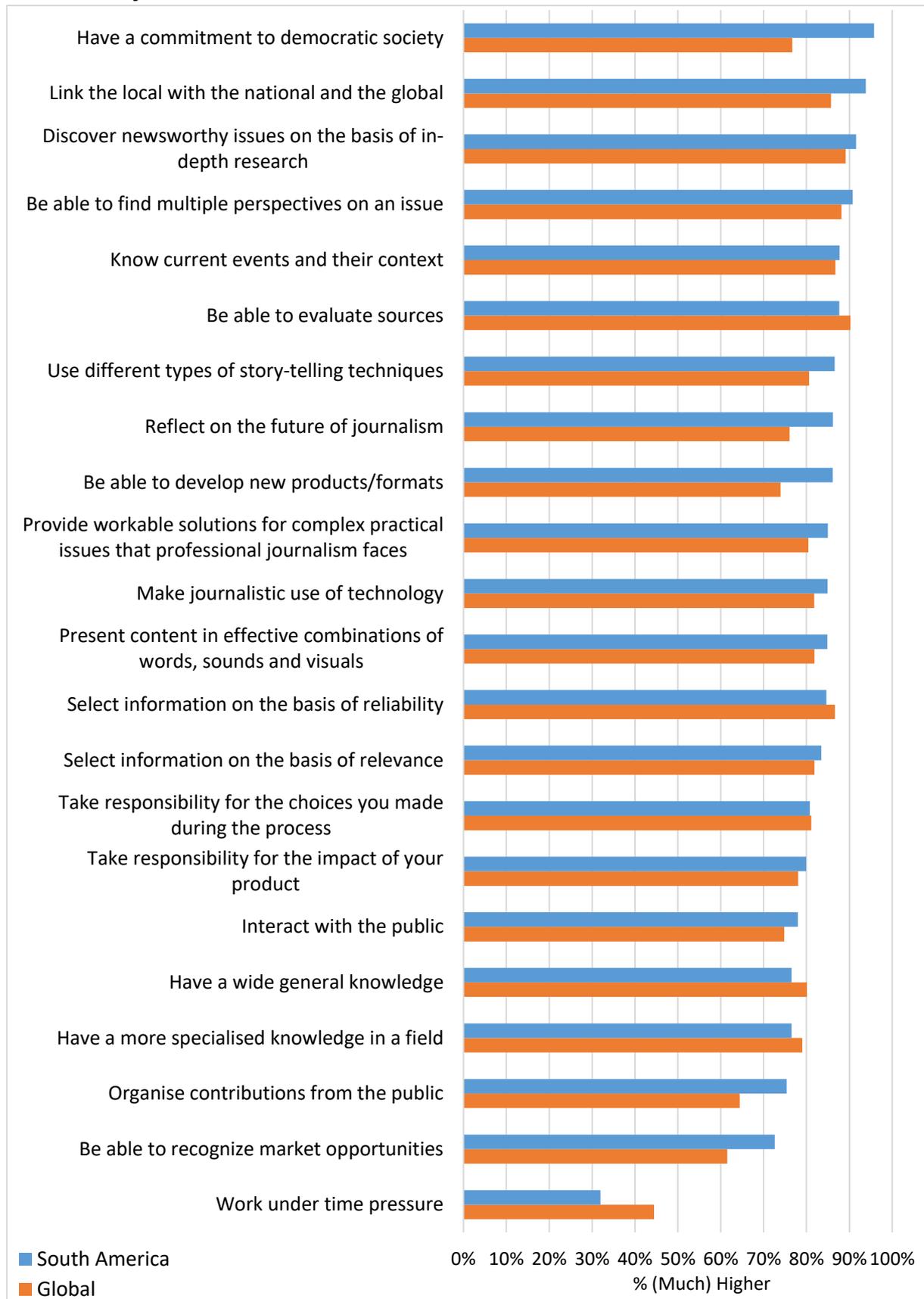
**13.2.5. Ethics**



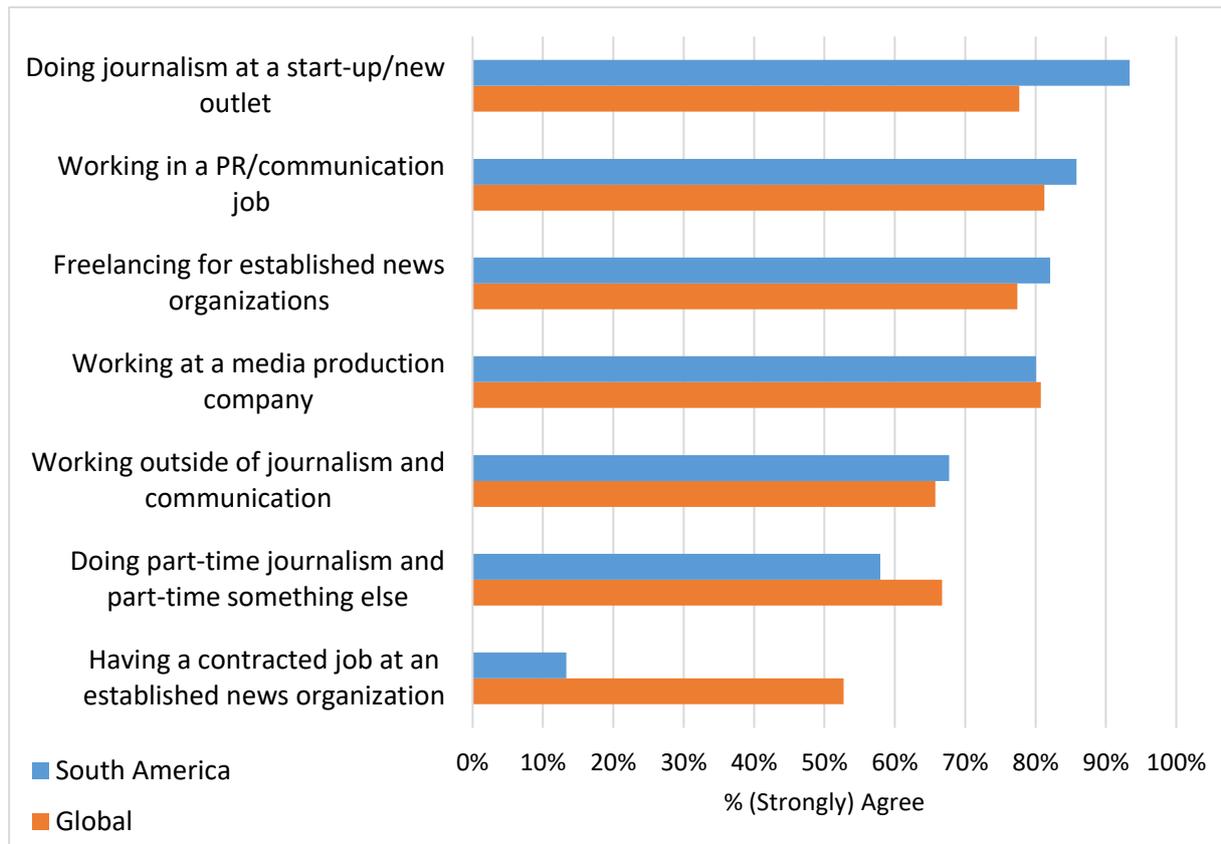
**13.2.6. Trends**



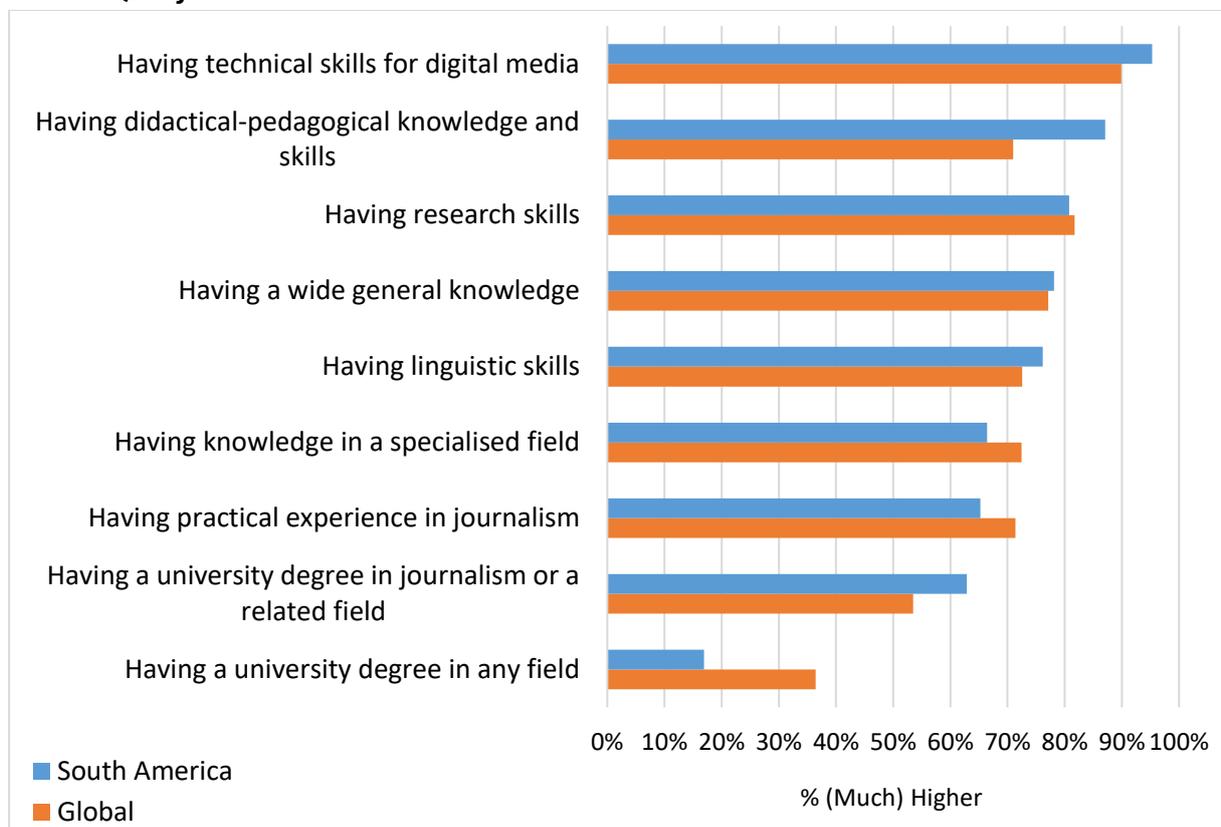
### 13.2.7. Qualifications Students



### 13.2.8. Future Labour market



### 13.2.9. Qualifications Teachers



### 13.3. Europe Nordic

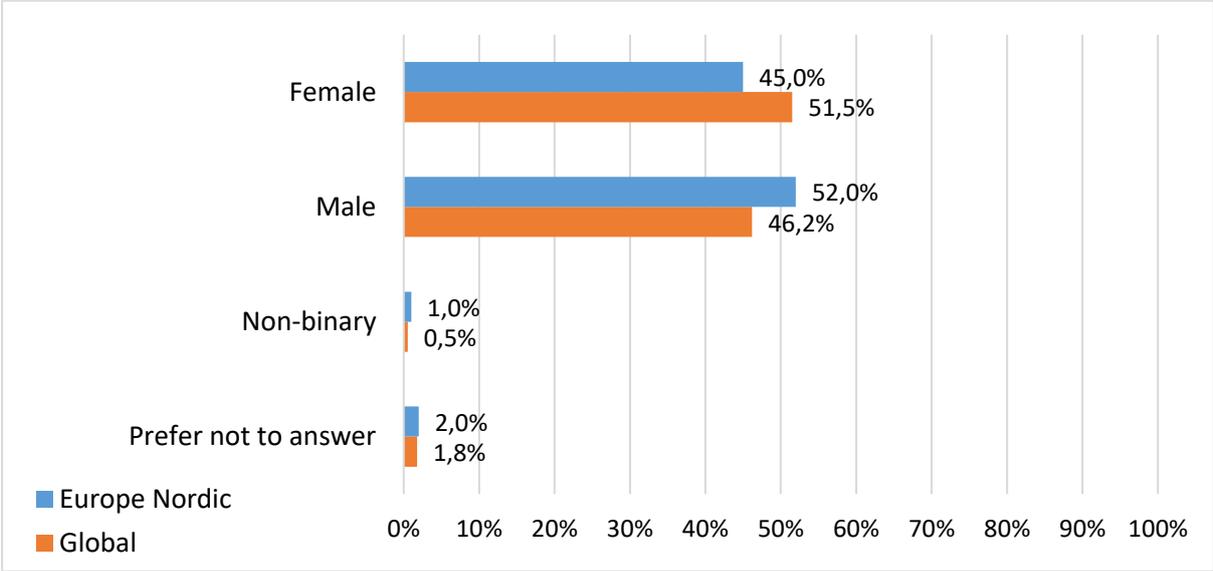
A total number of 115 respondents come from the region Europe Nordic. This region contains respondents from Denmark ( $N=31$ ), Finland ( $N=30$ ); Iceland ( $N=4$ ); Norway ( $N=21$ ) and Sweden ( $N=29$ ).

In a relative sense, compared to other regions, journalism educators from Nordic Europe:

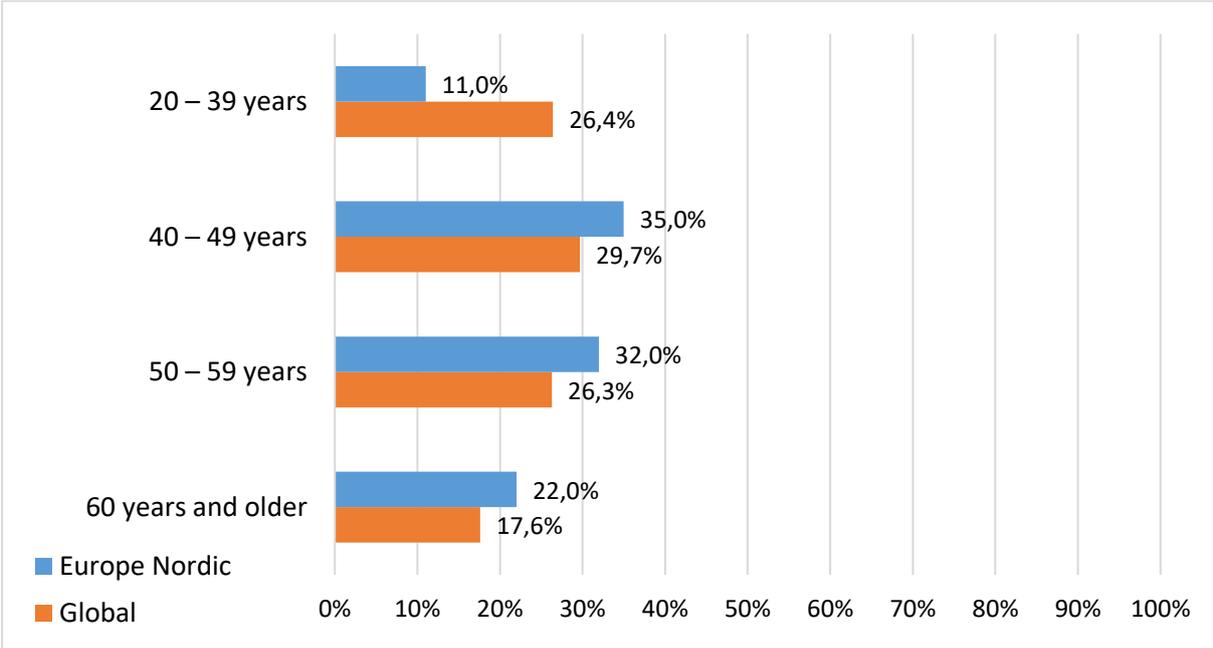
- are old ( $M=51,0$  years), are less likely to have a PhD degree (40%) and do relatively often teach journalism instead of other subjects (73%);
- have low scores on the future importance of almost all tasks and attitudes and are – as a consequence – less positive about all four journalistic roles, especially about the Disseminator role and the Mobilizer role;
- have a high acceptance of disputable journalistic practices related to the gathering of information (e.g. use documents and copyrighted material without permission) and a low acceptance of practices related to the presentation to the public (e.g. alter quotes and photographs);
- rather strongly favour trends related to slow forms of journalism (e.g. more about long-term issues, getting the whole story), but not trends related to the use of constructive elements in journalism (e.g. more about successes, consensus);
- have low scores on all surveyed qualifications for future journalists, especially those concerning a market orientation (e.g. recognize market opportunities, organise contributions from the public; interact with the public) and concerning reflection on journalism (e.g. reflect on the future of journalism, provide solutions for practical issues);
- strongly believe that journalism students will be working in news organizations (part-time or full-time, on a freelance basis or having a contract) within the next ten years.

13.3.1. Background variables

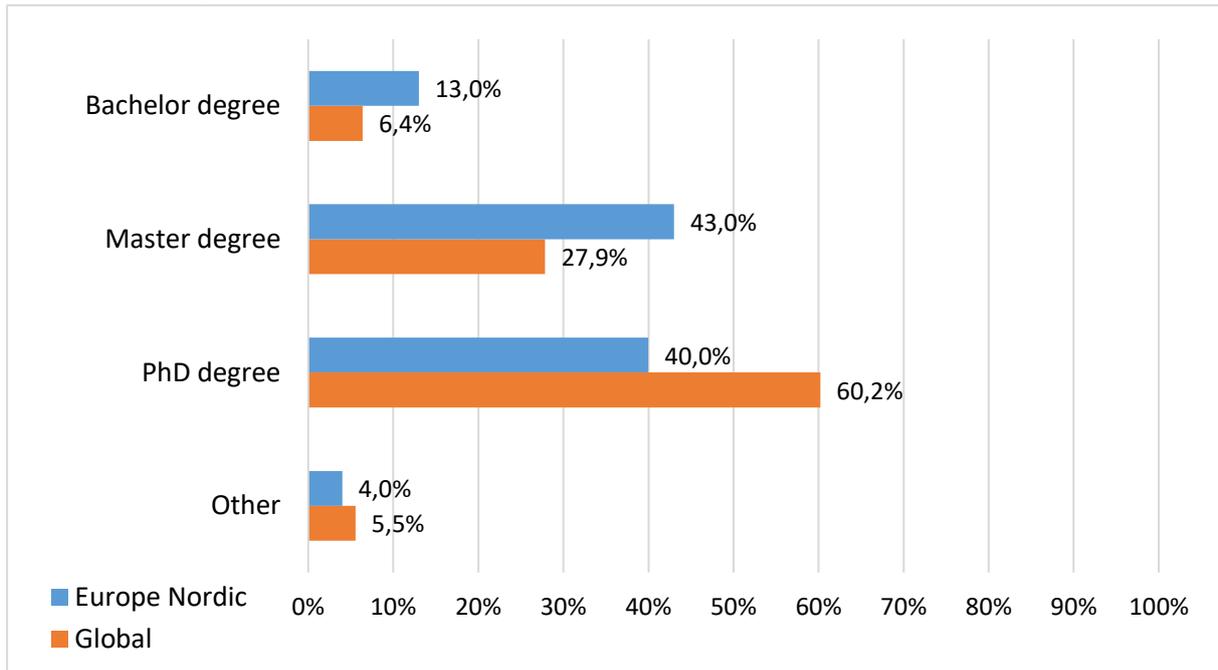
Gender



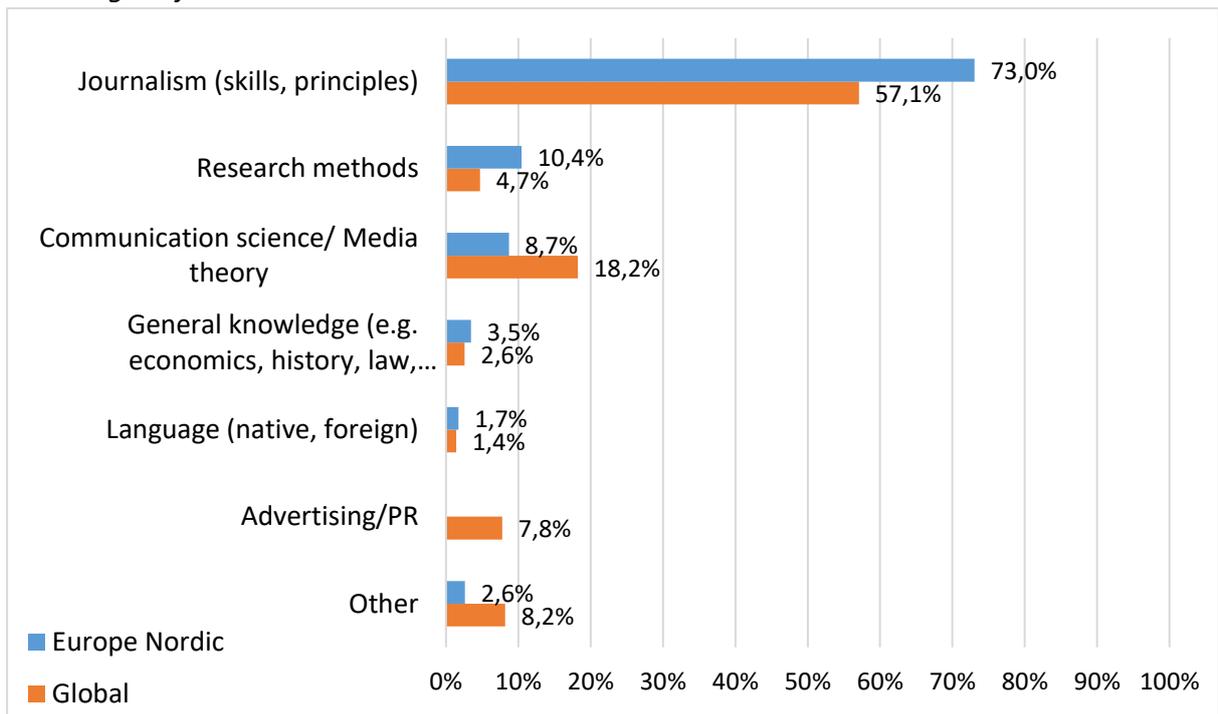
Age



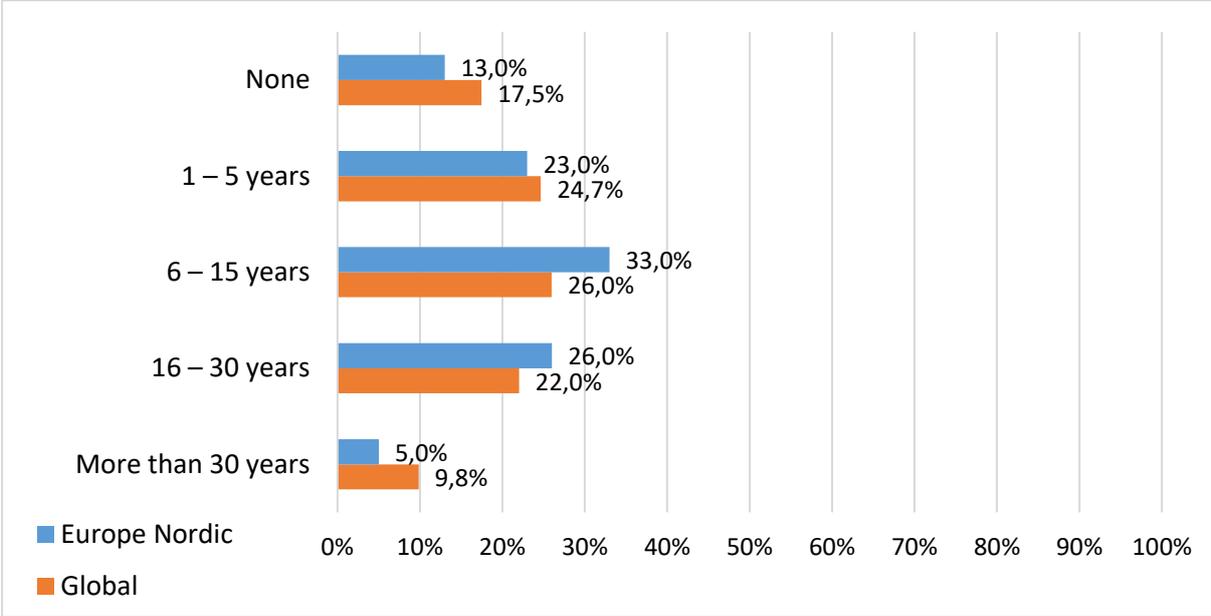
### Educational degree



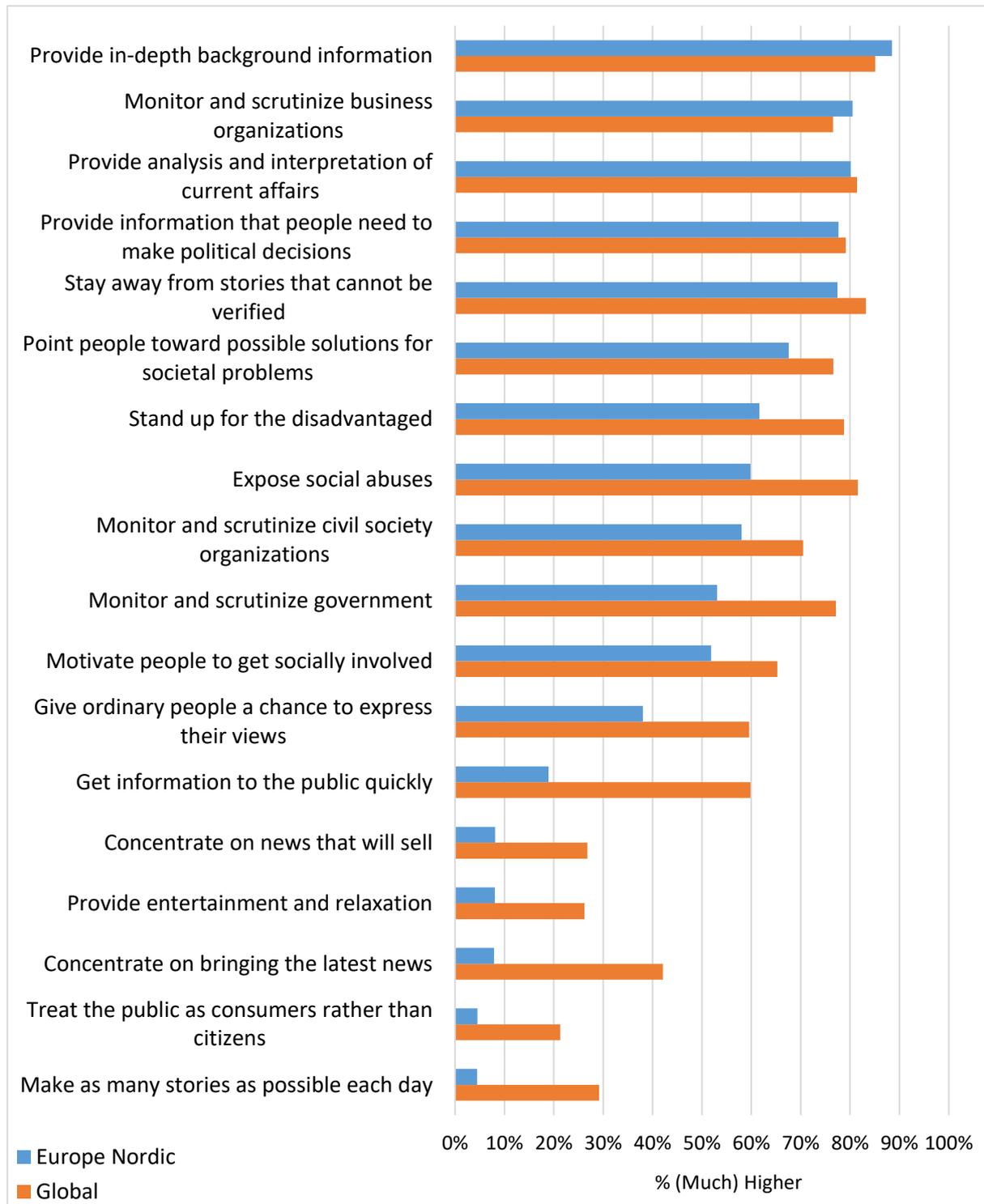
### Teaching subject



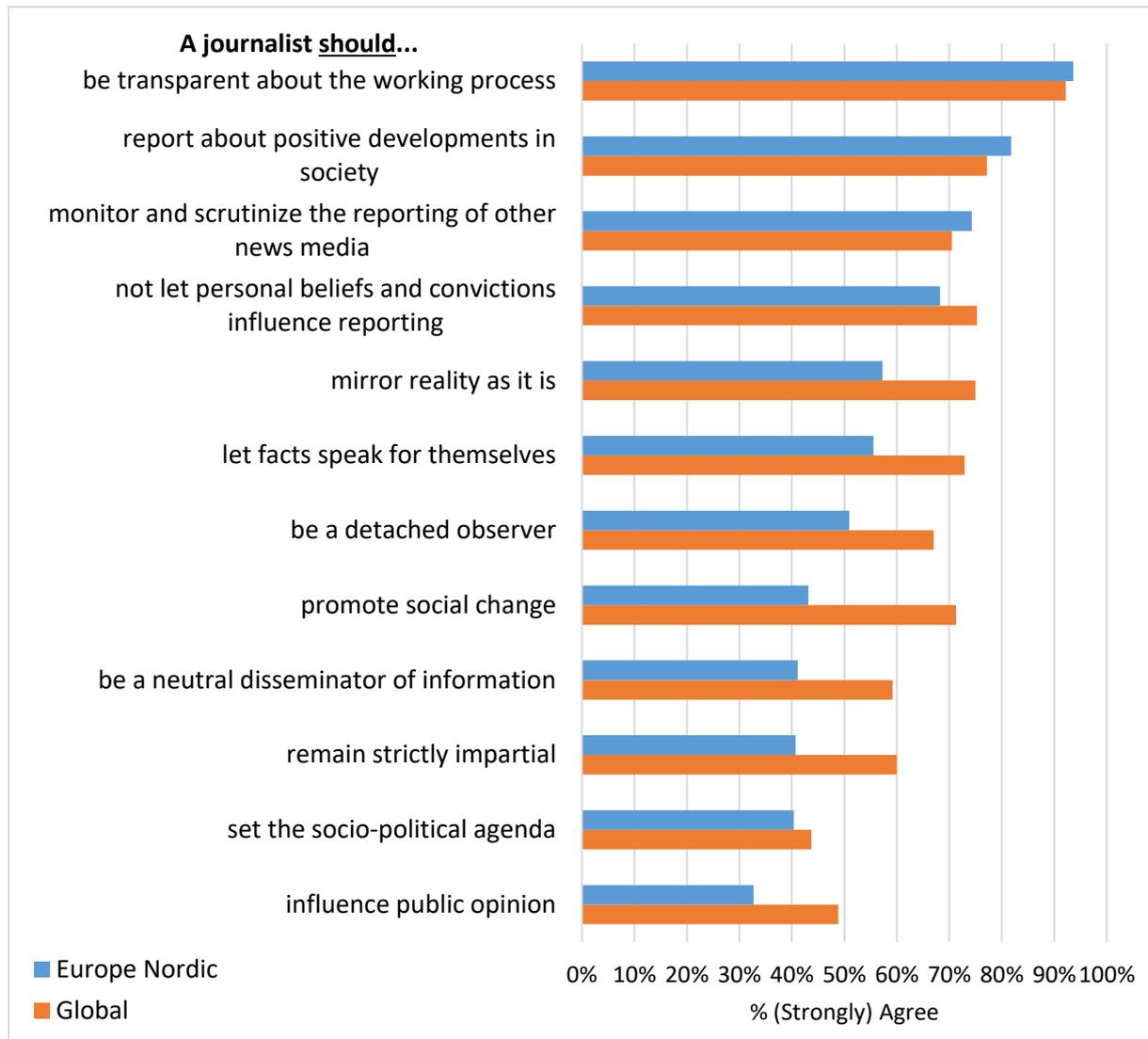
Practical experience



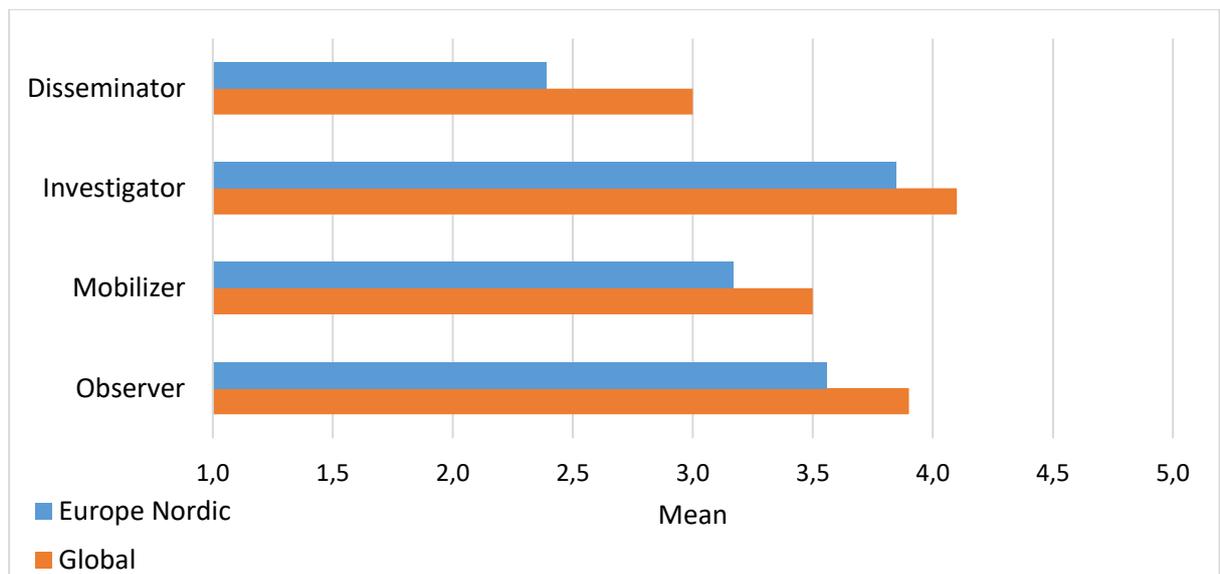
### 13.3.2. Tasks



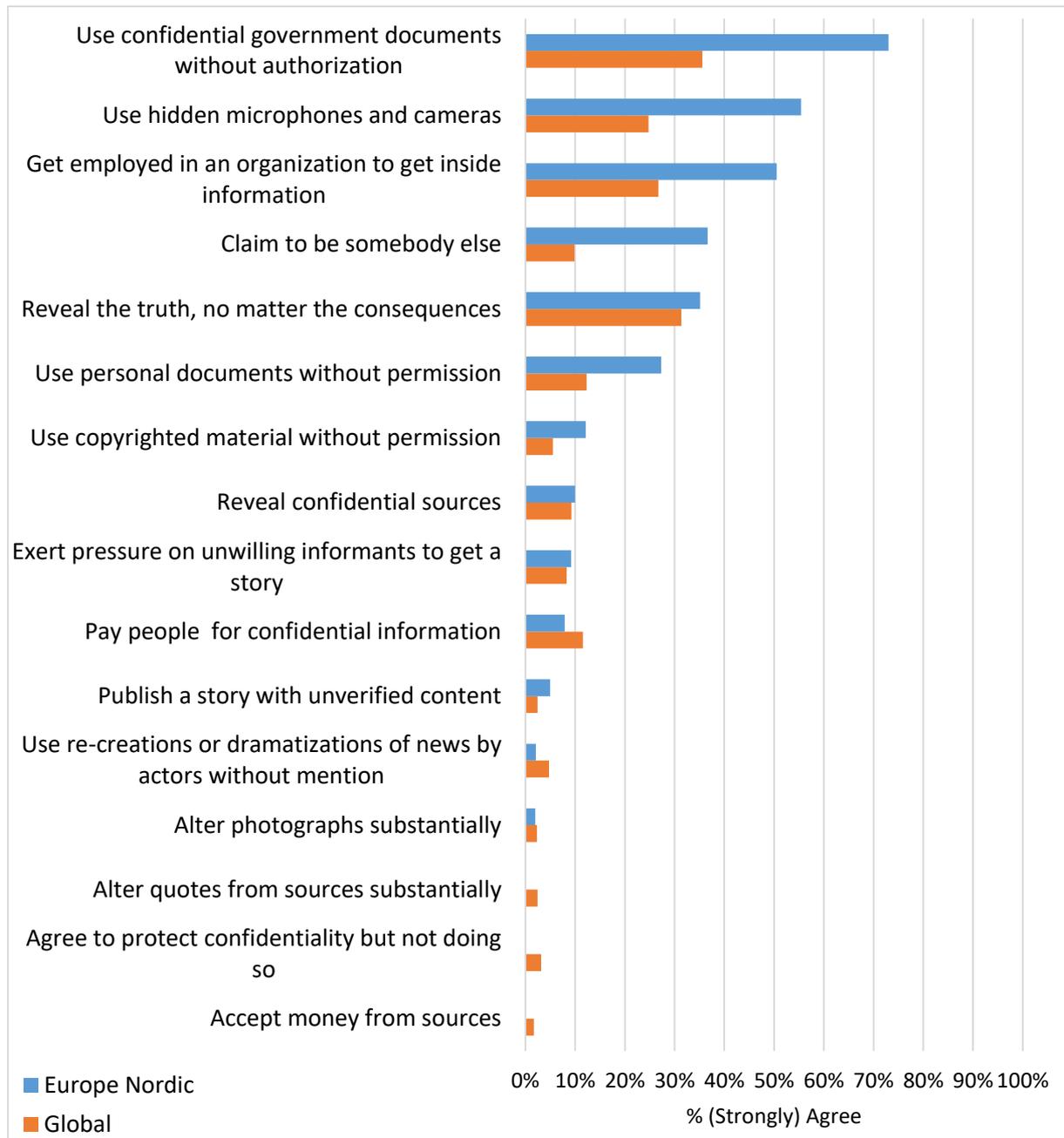
### 13.3.3. Attitudes



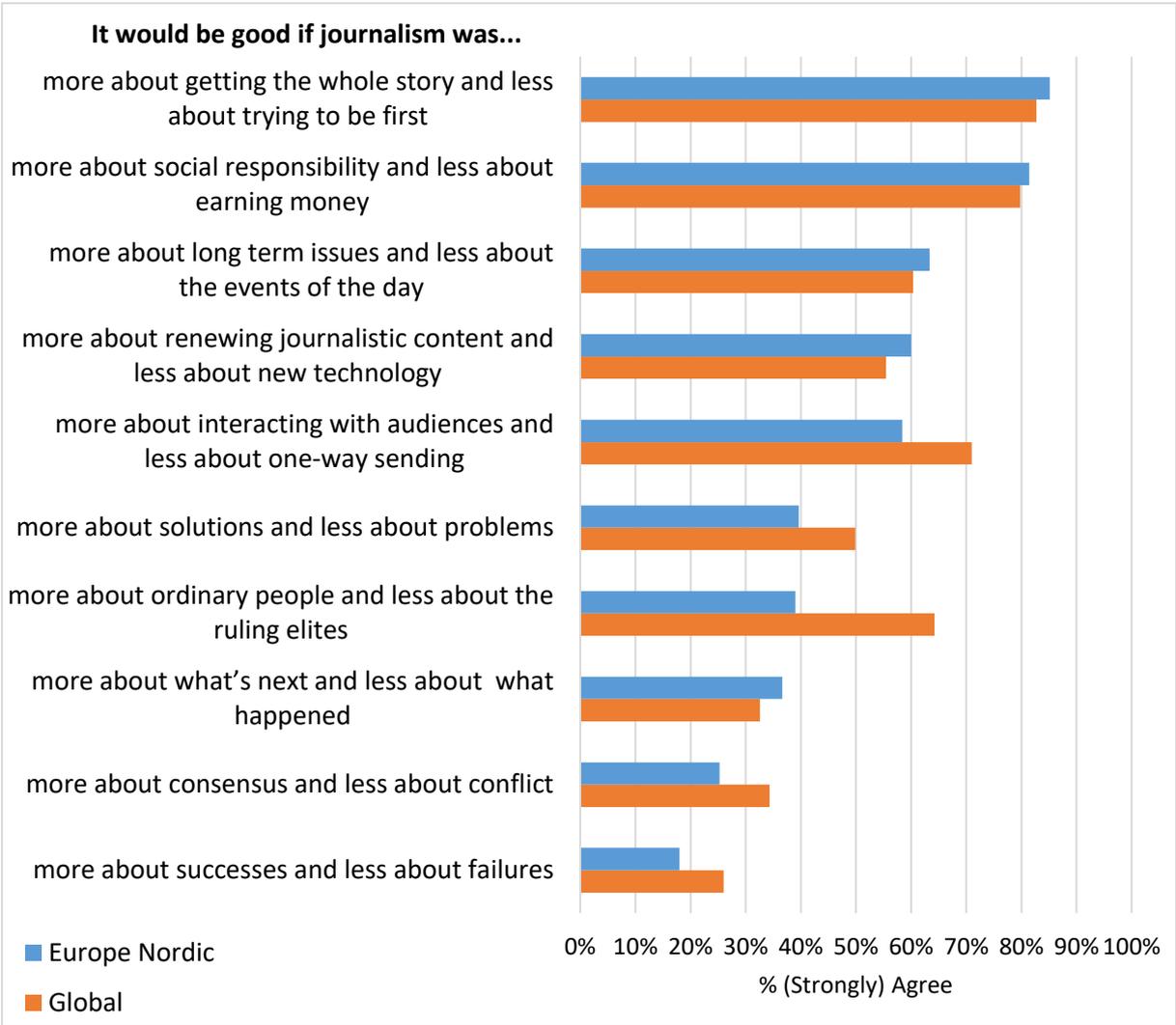
### 13.3.4. Role orientations



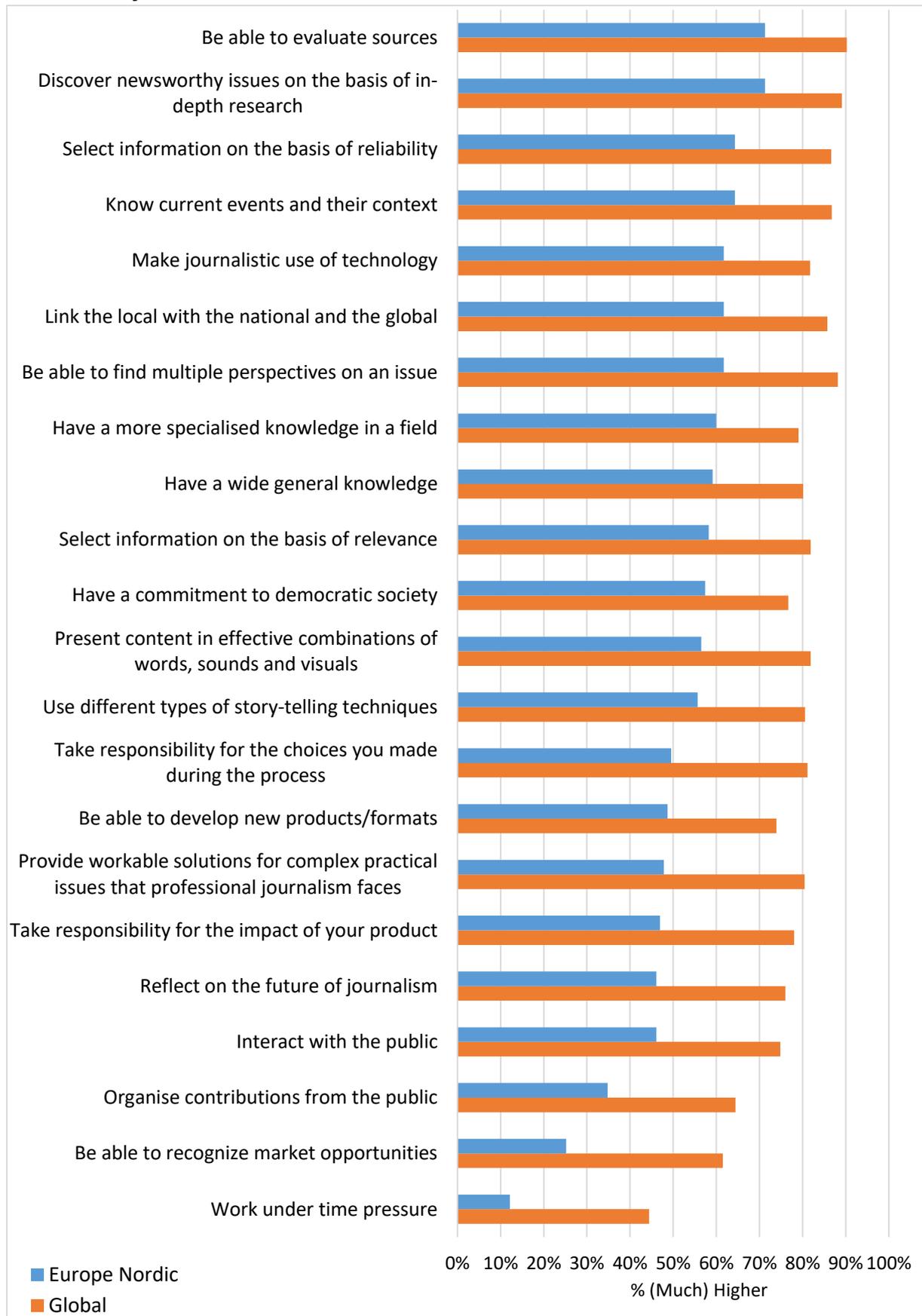
**13.3.5. Ethics**



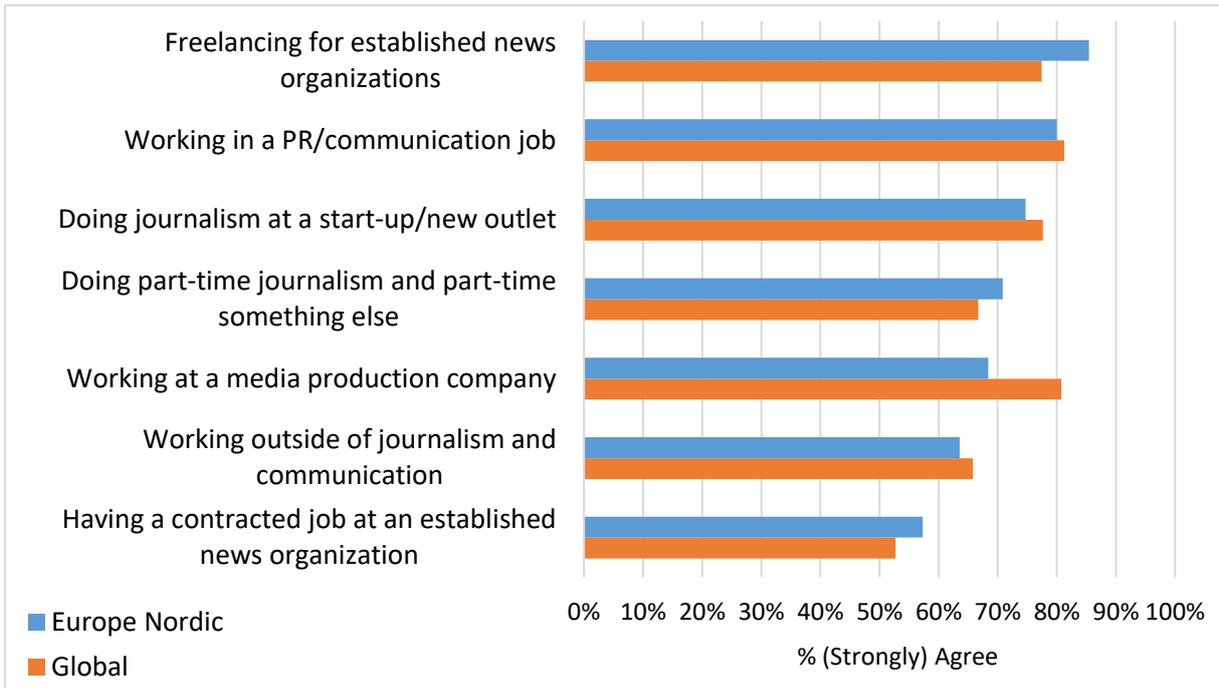
**13.3.6. Trends**



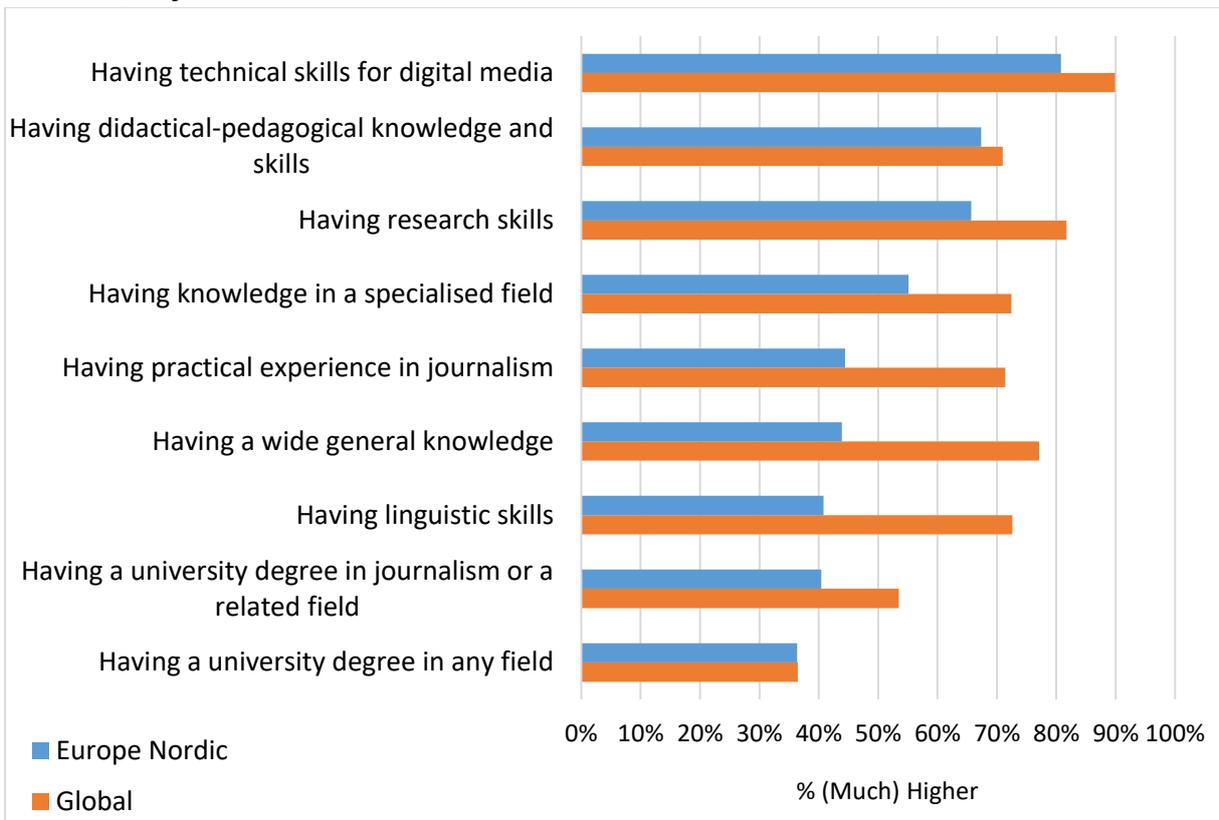
### 13.3.7. Qualifications Students



**13.3.8. Future Labour market**



**13.3.9. Qualifications Teachers**



#### 13.4. Russia

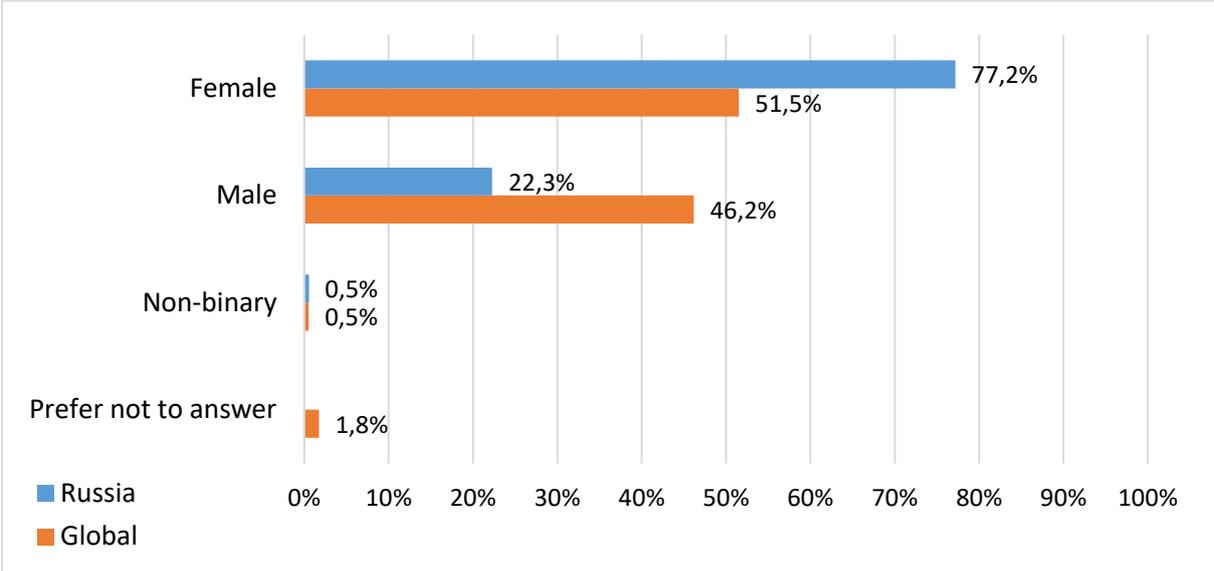
A total number of 199 respondents come from Russia.

In a relative sense, compared to other regions, journalism educators from Russia:

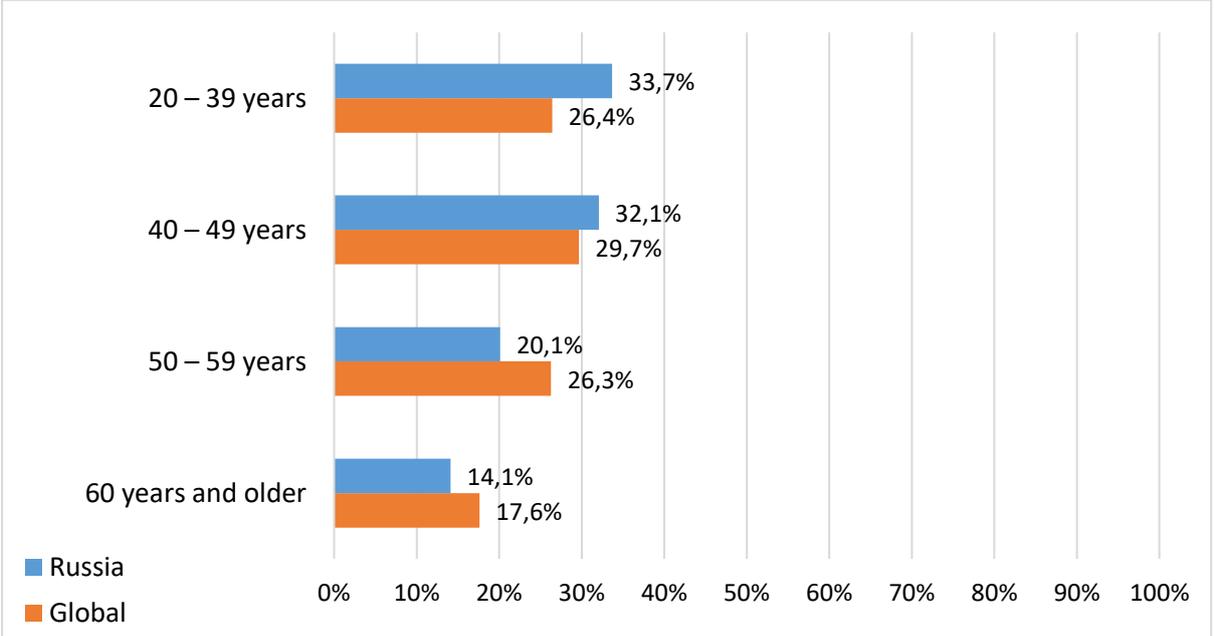
- are often female (77,2%), young ( $M=45,6$  years) and highly educated (75% have a PhD degree);
- have low scores on most surveyed tasks, except for tasks that are citizen-oriented (in contrast to tasks that are consumer-oriented);
- are positive about the Mobilizer role, and somewhat less positive about the Investigator role;
- have less acceptance of journalistic practices related to the unauthorized gathering of information from sources (e.g. use government documents, use personal documents or copyrighted material without permission);
- often (strongly) agree with trends related to slow forms of journalism (e.g. more about social responsibility, getting the whole story) and to constructive journalism (e.g. more about consensus, solutions);
- have high scores on qualifications regarding the content of journalistic products (e.g. evaluate sources; find multiple perspectives), but low scores on qualifications aimed at the societal role of journalism (e.g. have a commitment to democratic society; link the local with the national and the global);
- rather strongly believe that their students will have a contracted job at an established news organization within the next 10 years, but not that they will be working at a journalistic start-up or outside of journalism and communication.

13.4.1. Background variables

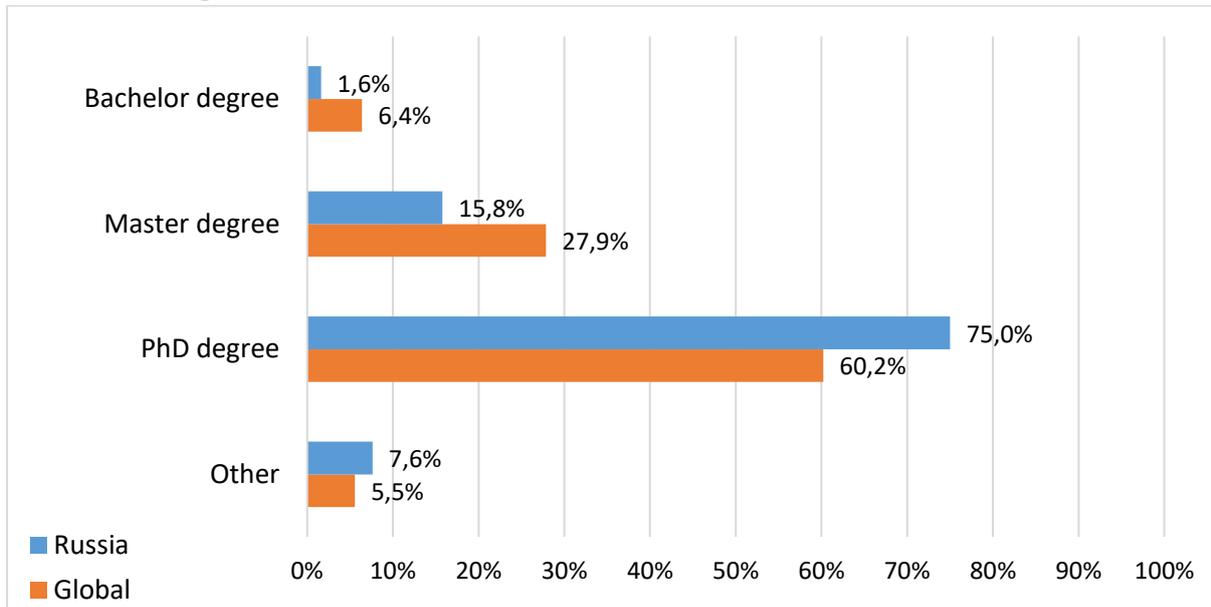
Gender



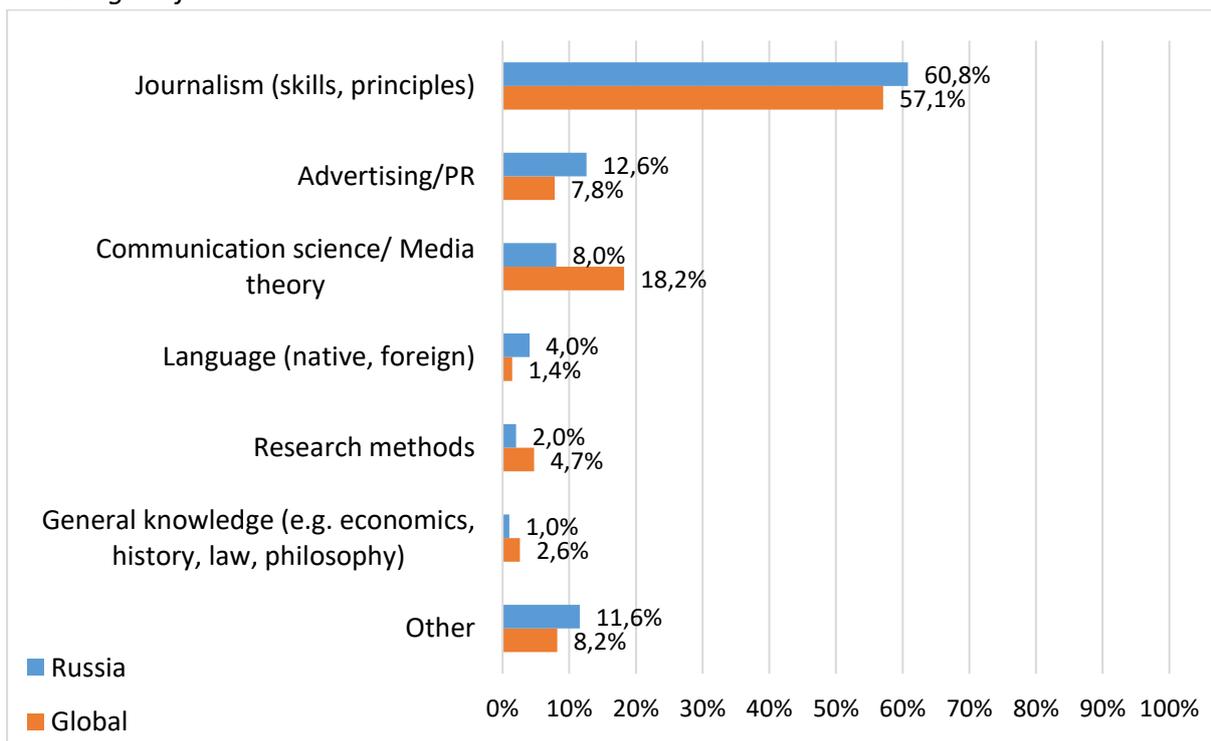
Age



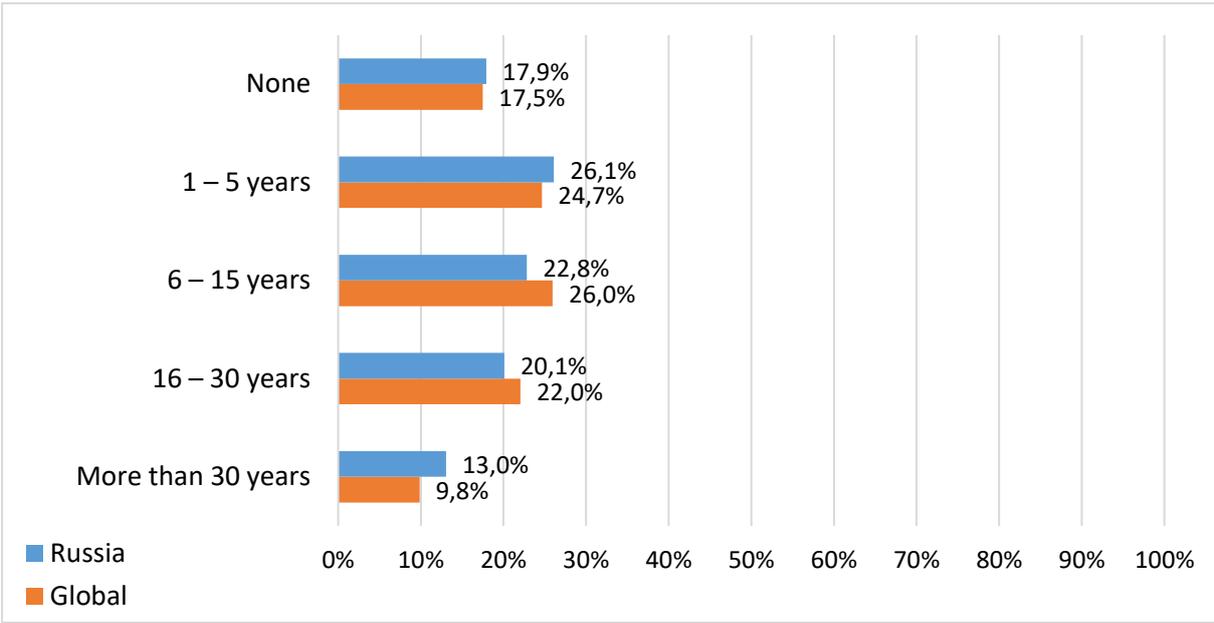
### Educational degree



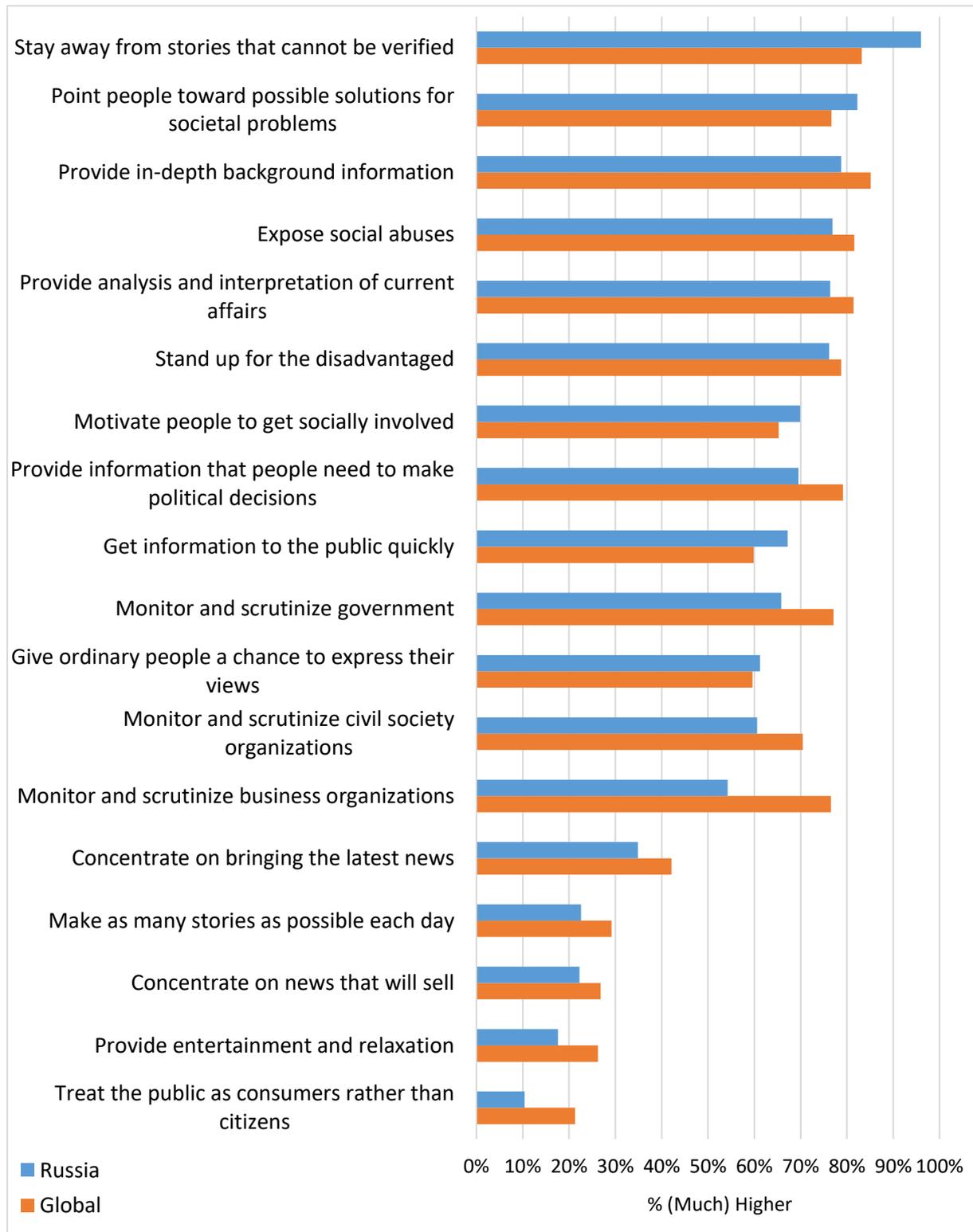
### Teaching subject



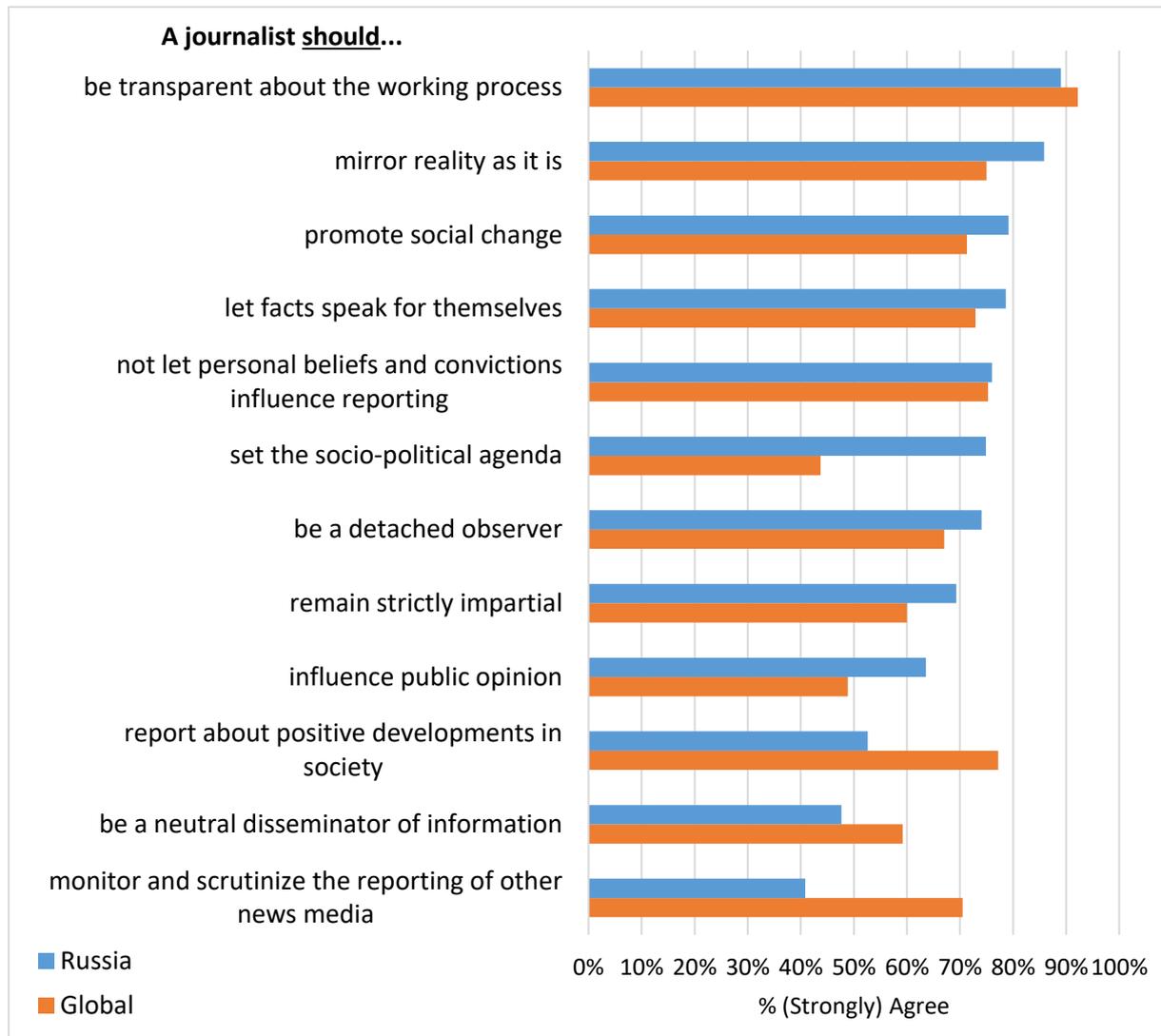
Practical experience



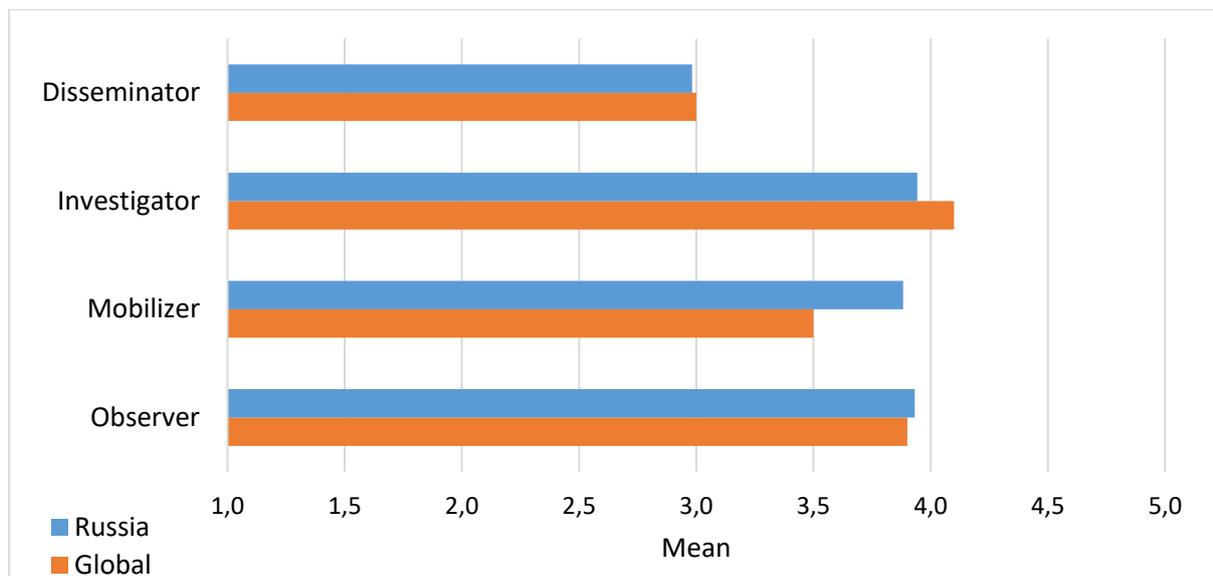
### 13.4.2. Tasks



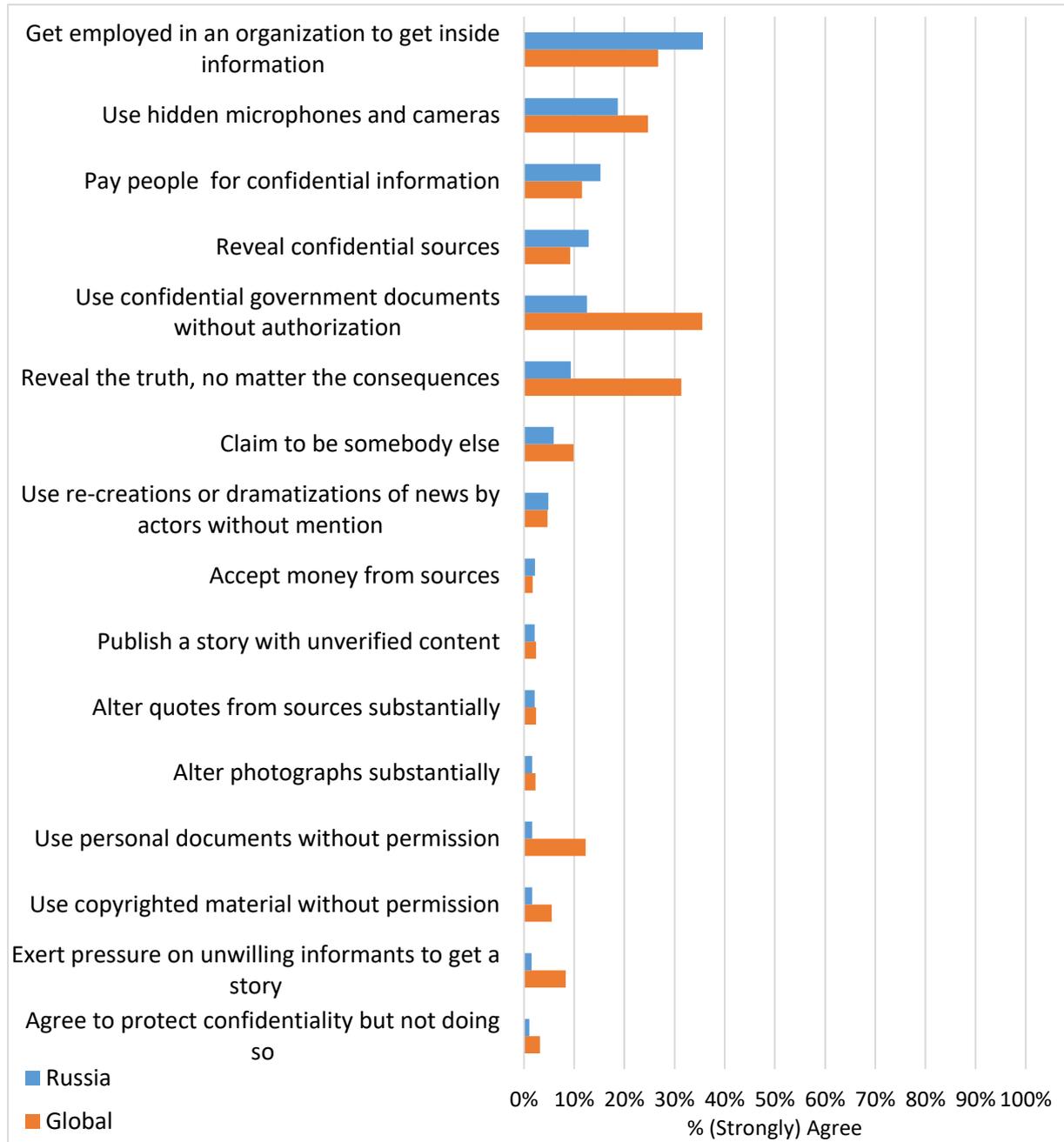
### 13.4.3. Attitudes



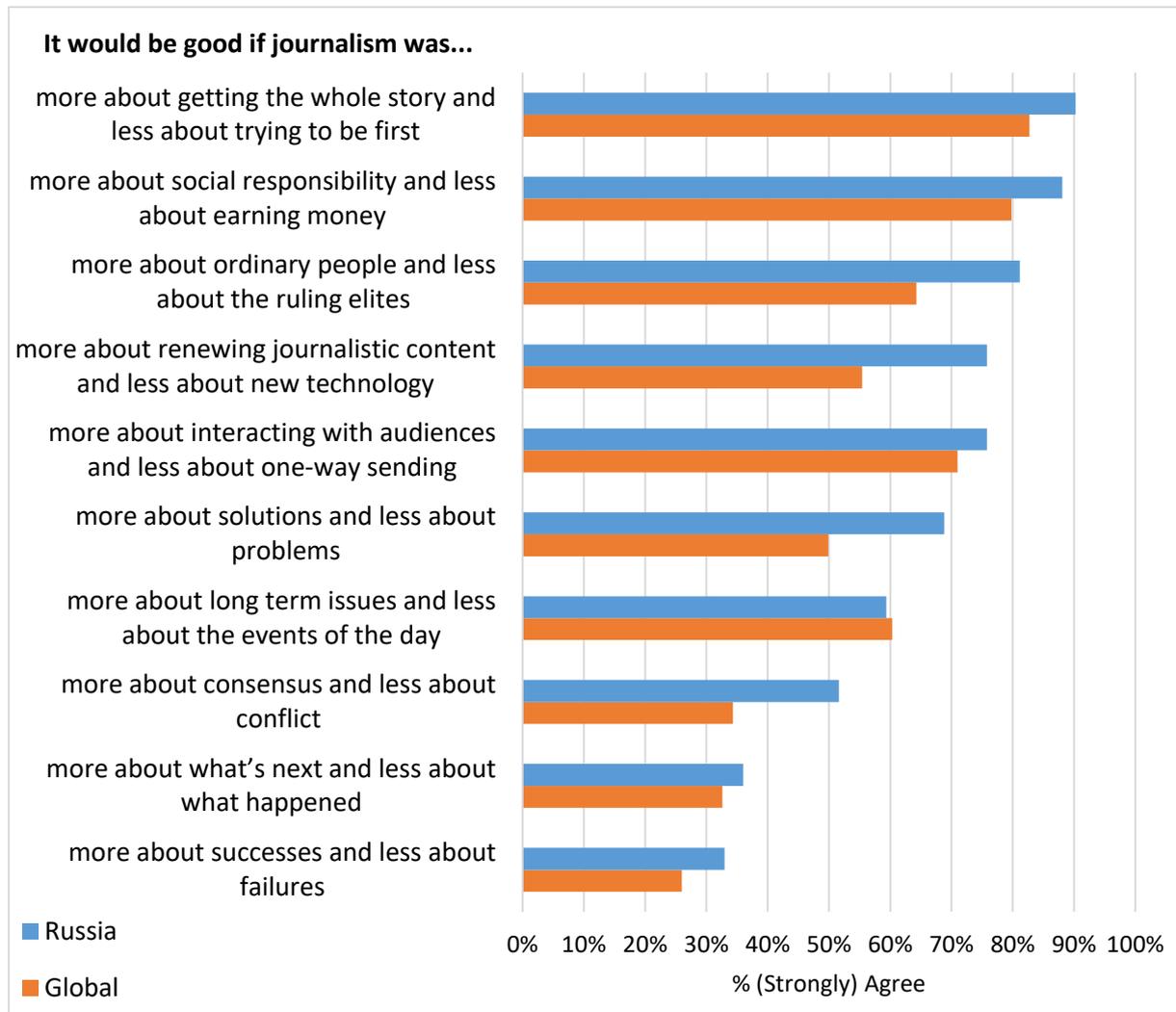
### 13.4.4. Role orientations



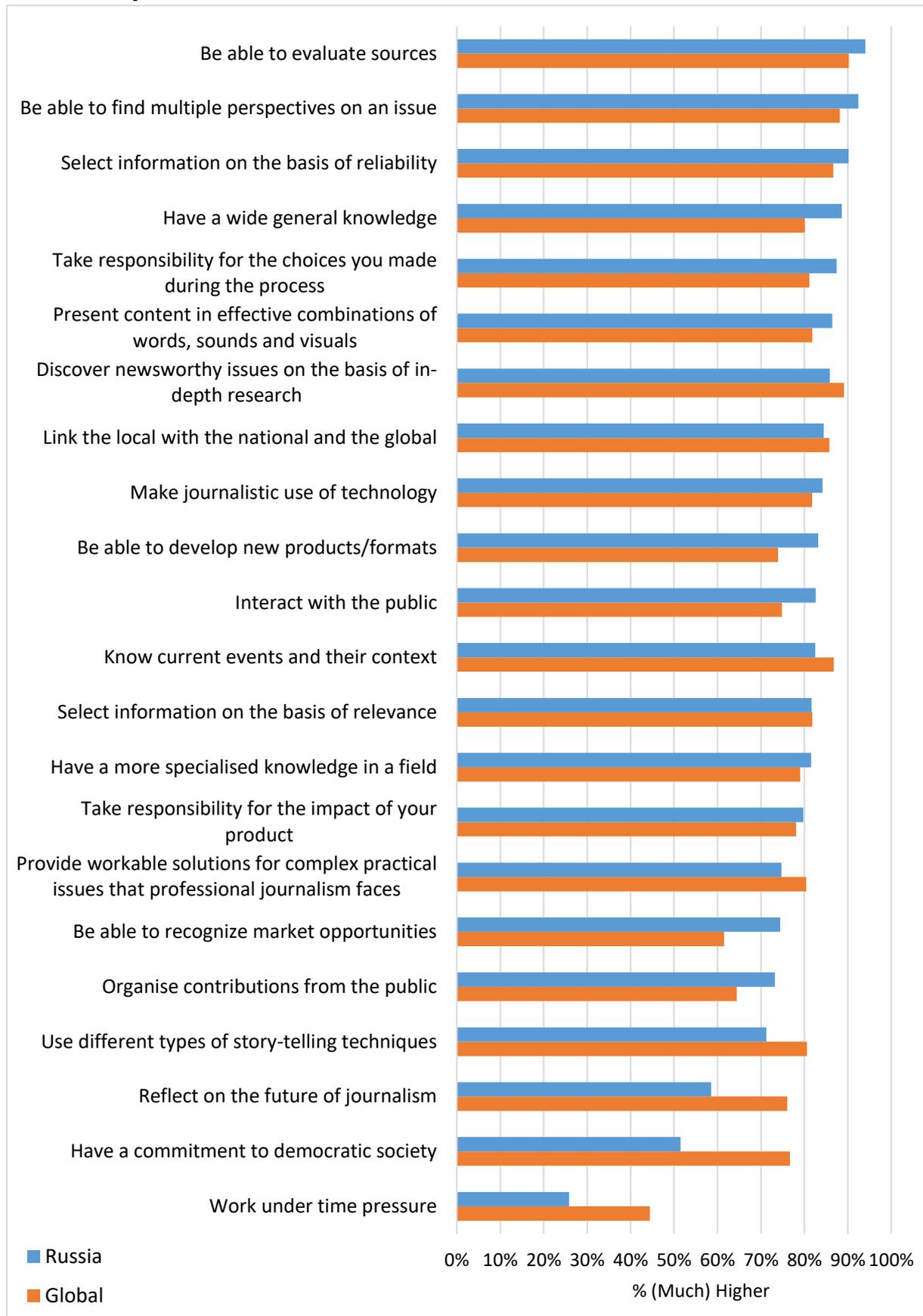
**13.4.5. Ethics**



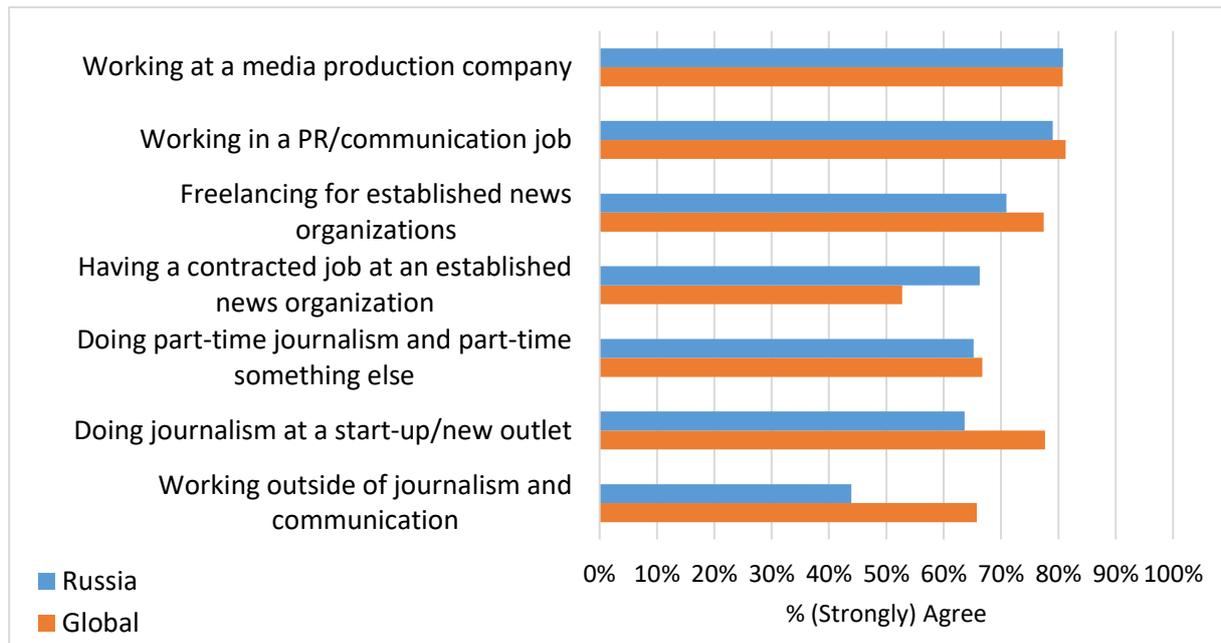
### 13.4.6. Trends



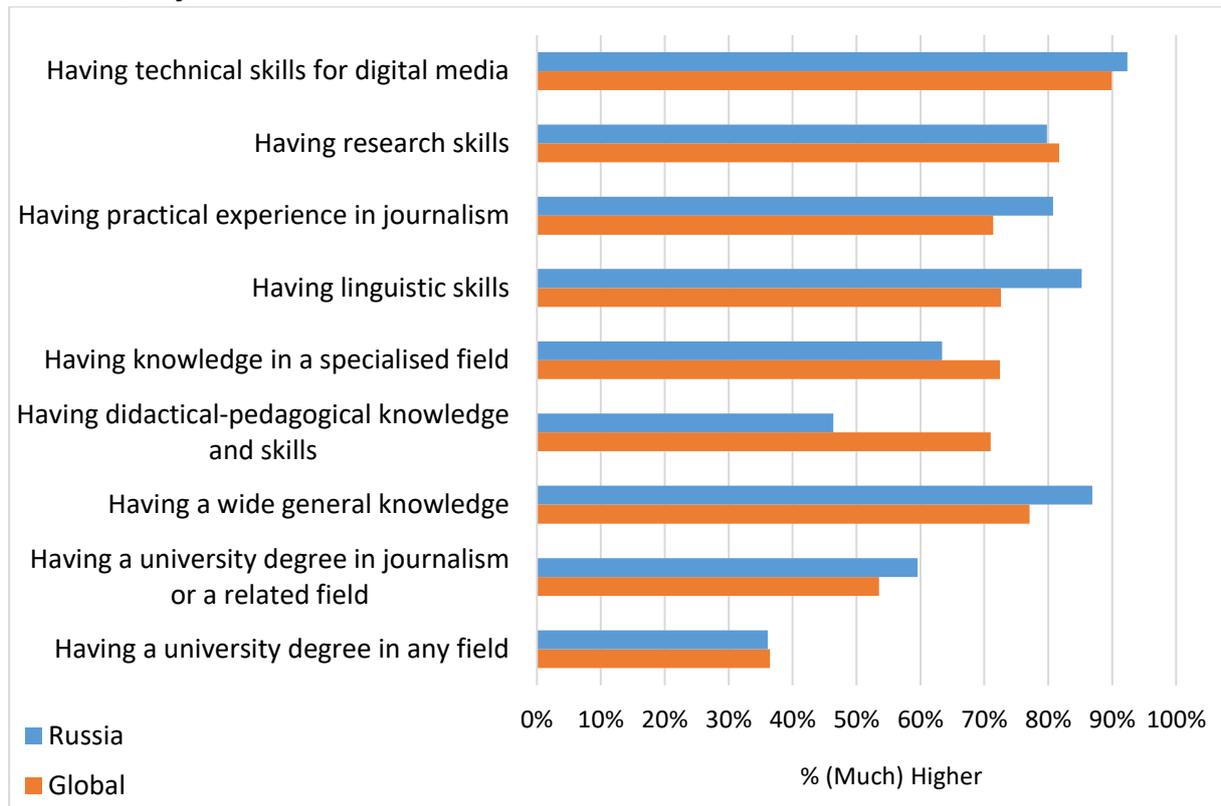
### 13.4.7. Qualifications Students



**13.4.8. Future Labour market**



**13.4.9. Qualifications Teachers**



### 13.5. China

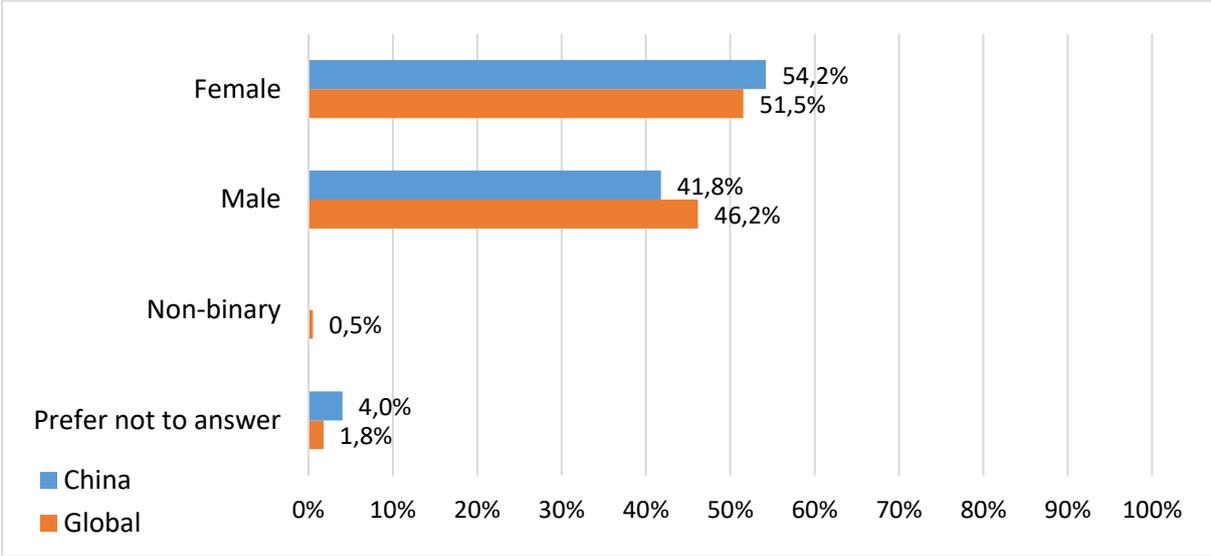
A total number of 291 respondents come from China.

In a relative sense, compared to other regions, journalism educators from China:

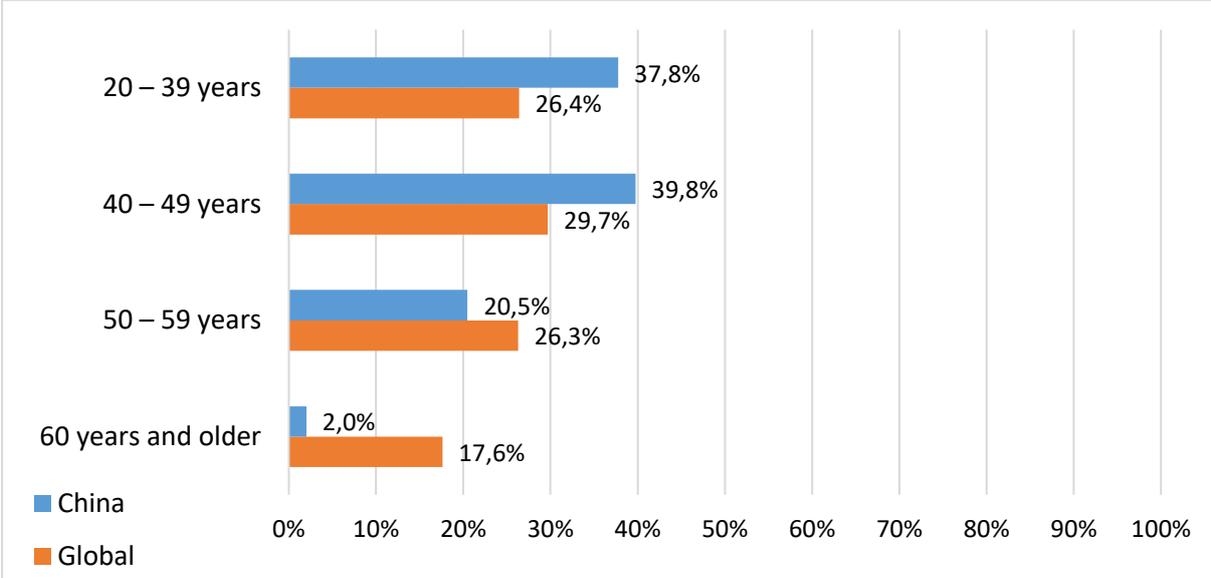
- are young ( $M=42,8$  years), often have a PhD degree (71,9%), do often teach journalism instead of other subjects (35,1%), and have little practical experience ( $M=4,1$  years);
- are positive about the future importance of almost all tasks and attitudes and – as a consequence – about all four journalistic roles, especially the Disseminator role and the Observer role;
- have a low acceptance of unauthorized gathering of information and deceiving sources (e.g. use personal and governmental documents without authorization, use hidden microphones and cameras), and a rather high acceptance of practices that have to do with misleading the public (e.g. alter quotes or photographs, publish a story with unverified content);
- do not find that it would be good if journalism should evolve in the direction of constructive journalism (e.g. more about solutions, successes, what's next) or slow journalism (e.g. more about getting the whole story, long term issues);
- believe almost all qualifications should become (much) more important, especially working under time pressure;
- believe that their current students will be having a contract job at an established news organization within the next ten years.

13.5.1. Background variables

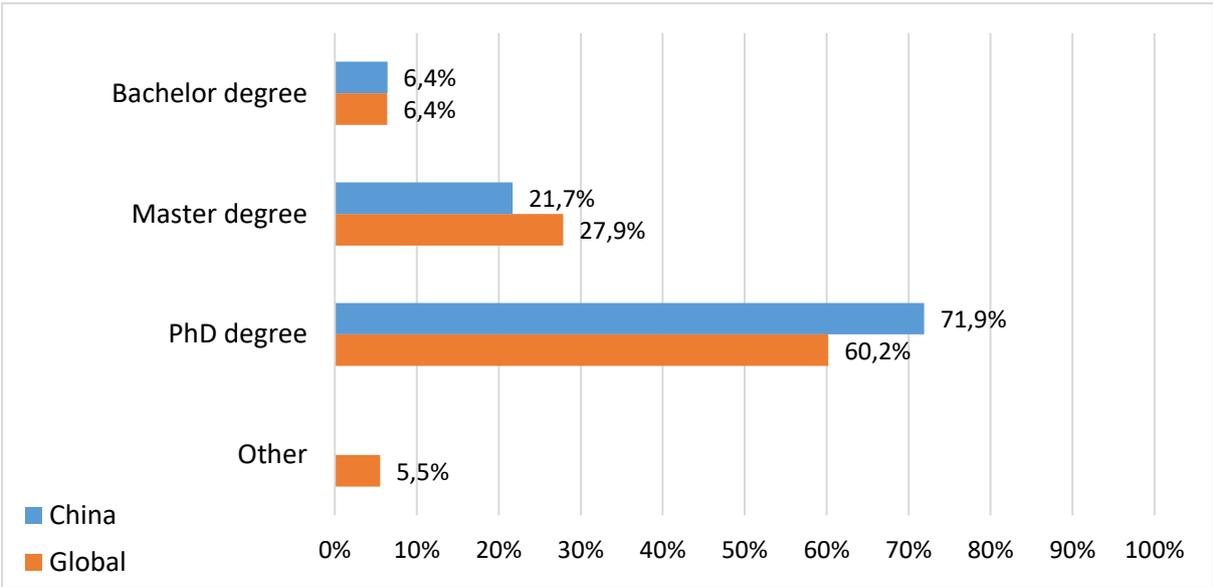
Gender



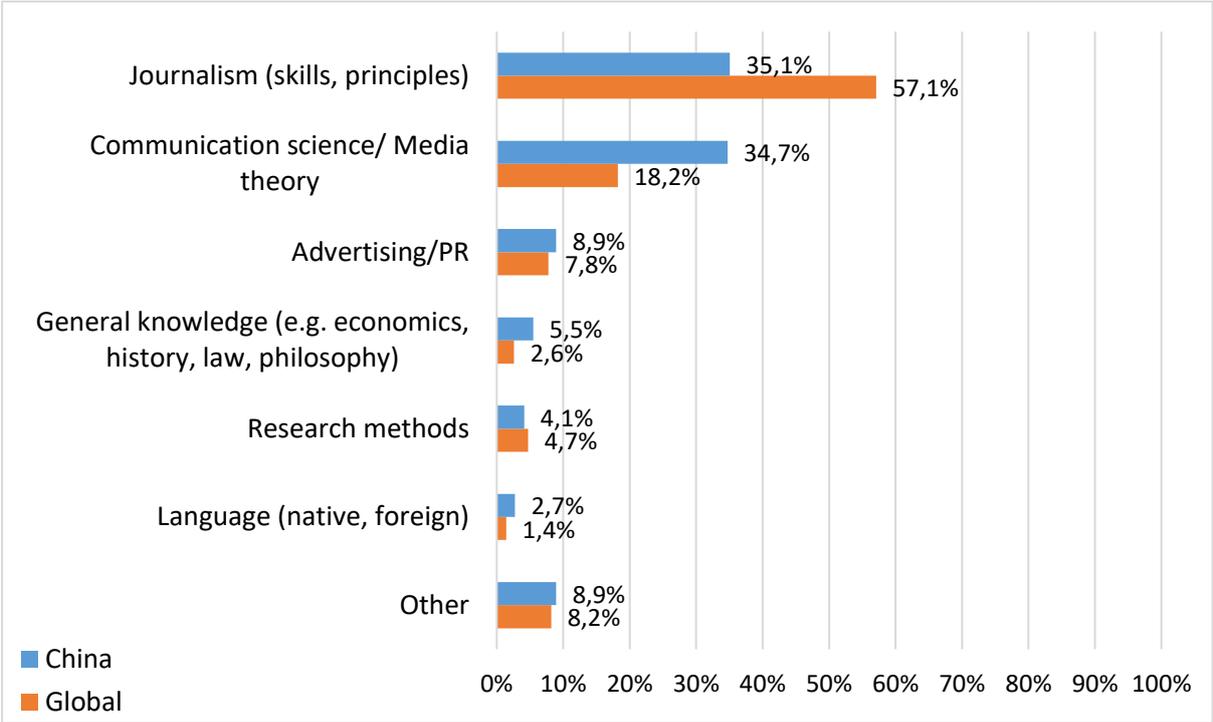
Age



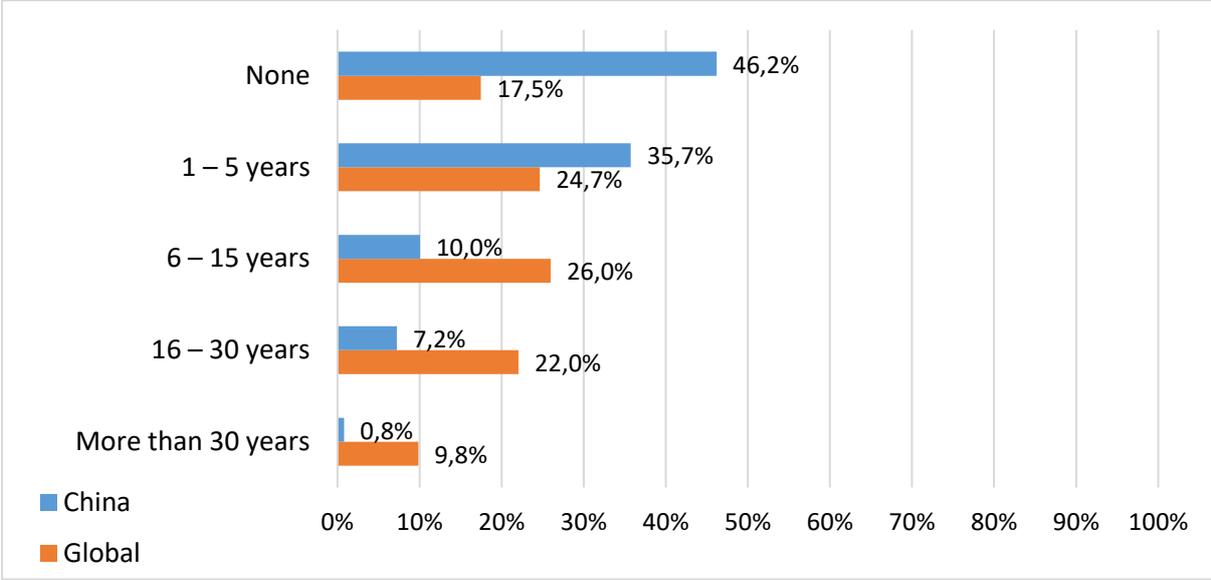
*Educational degree*



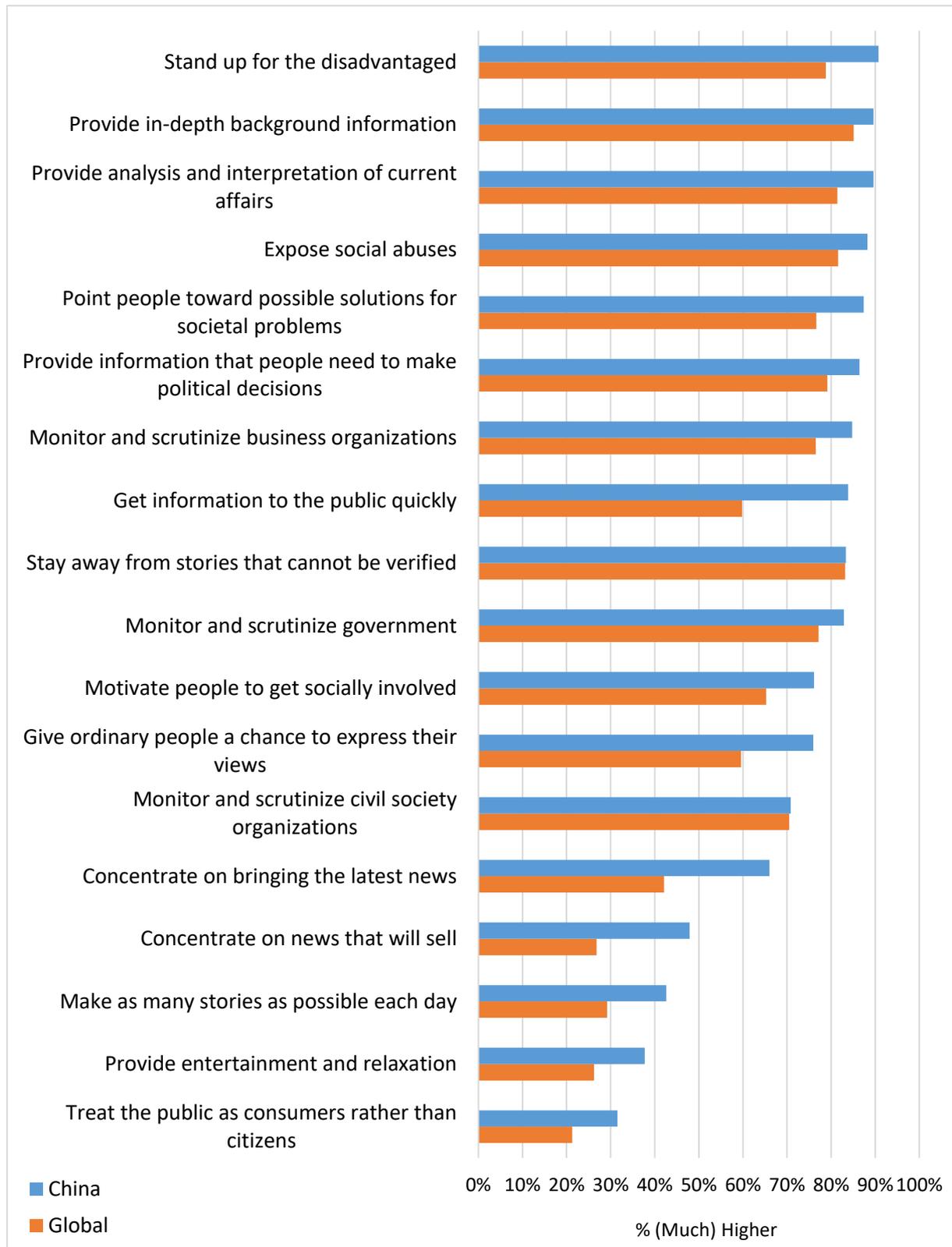
*Teaching subject*



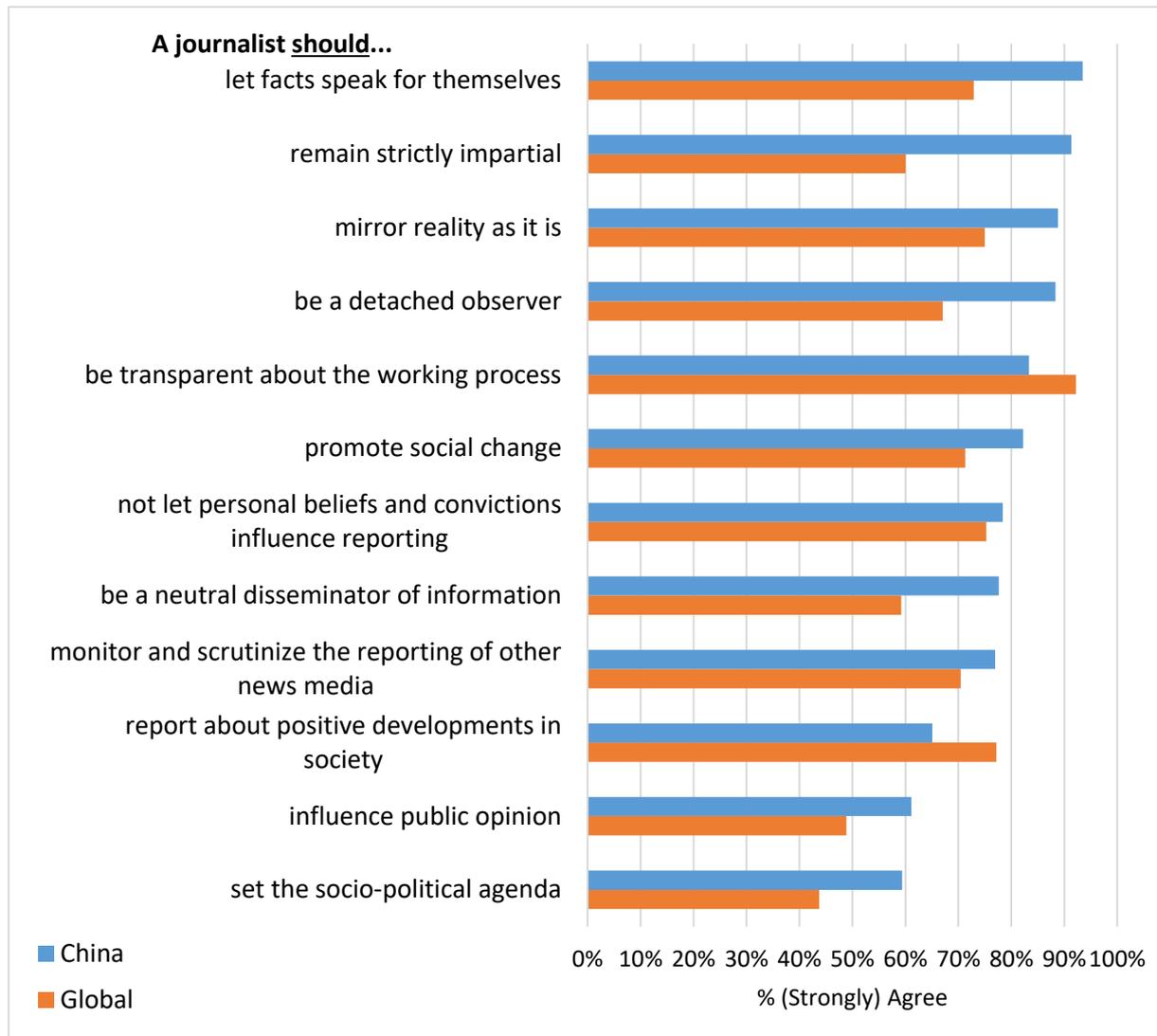
Practical experience



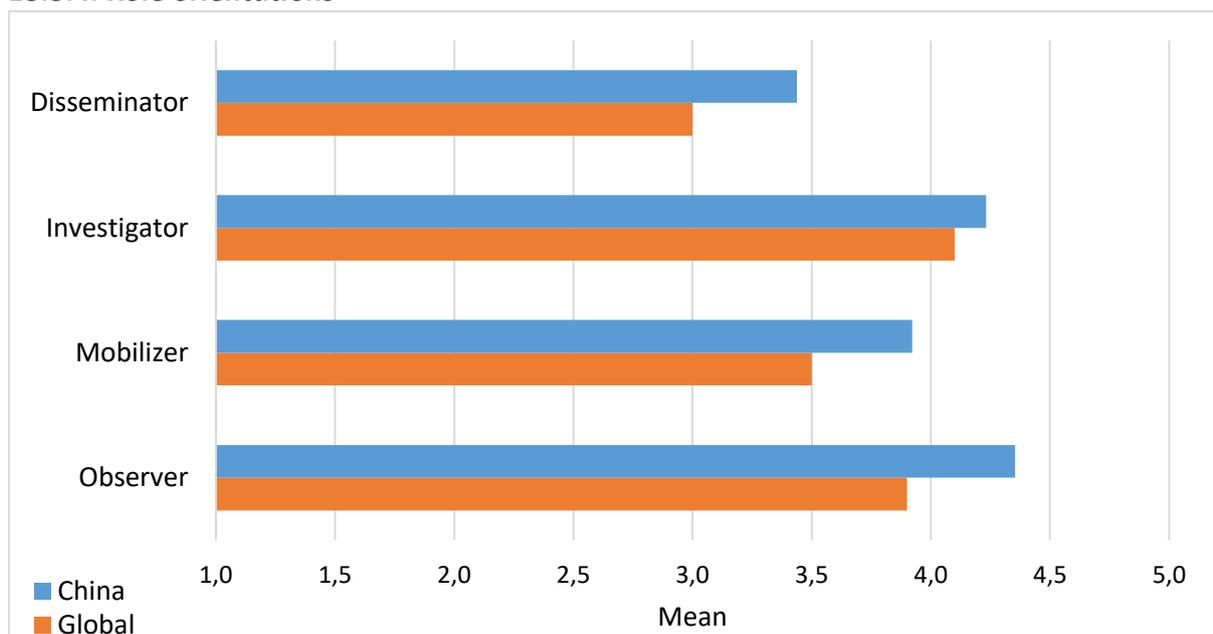
**13.5.2. Tasks**



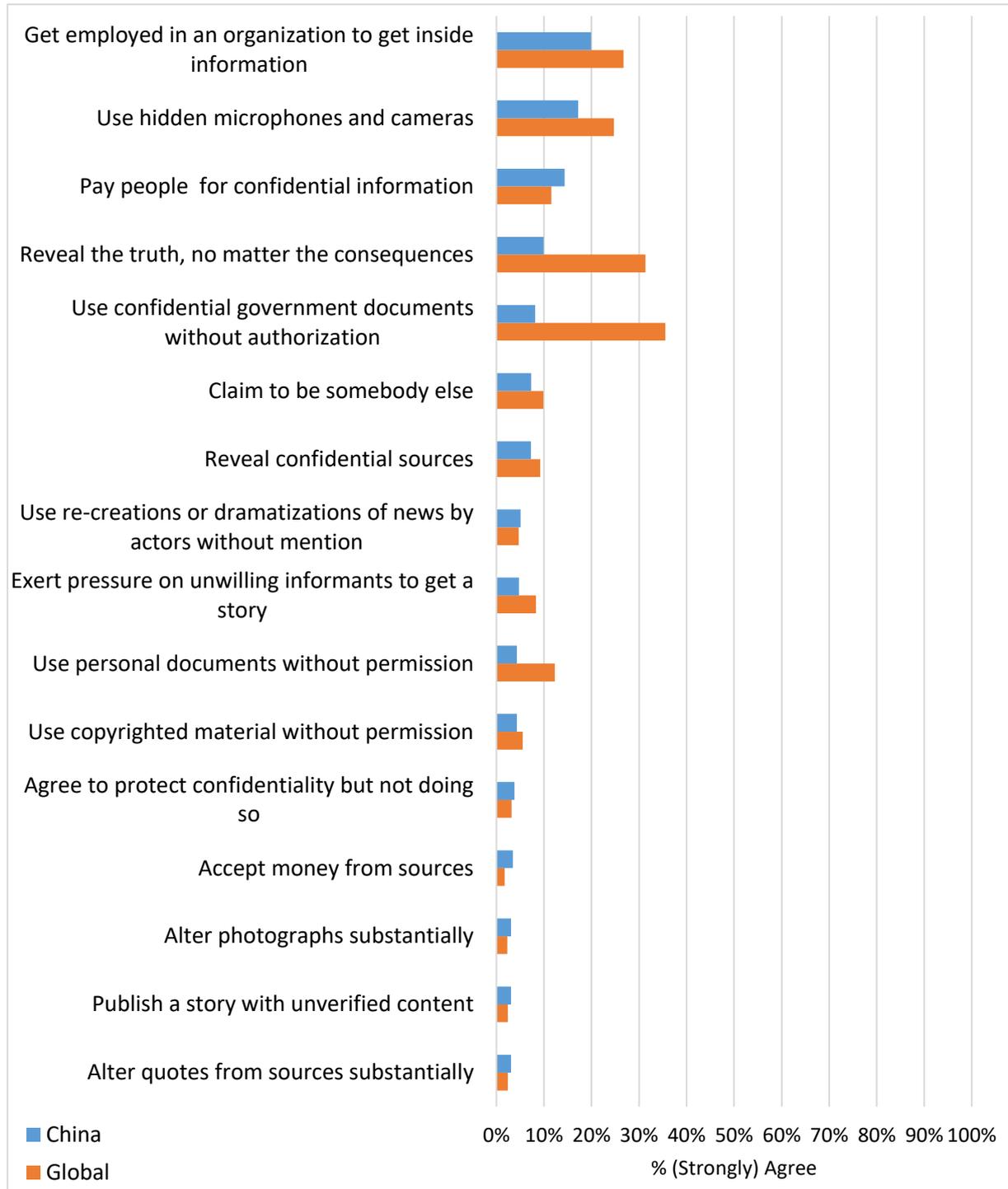
### 13.5.3. Attitudes



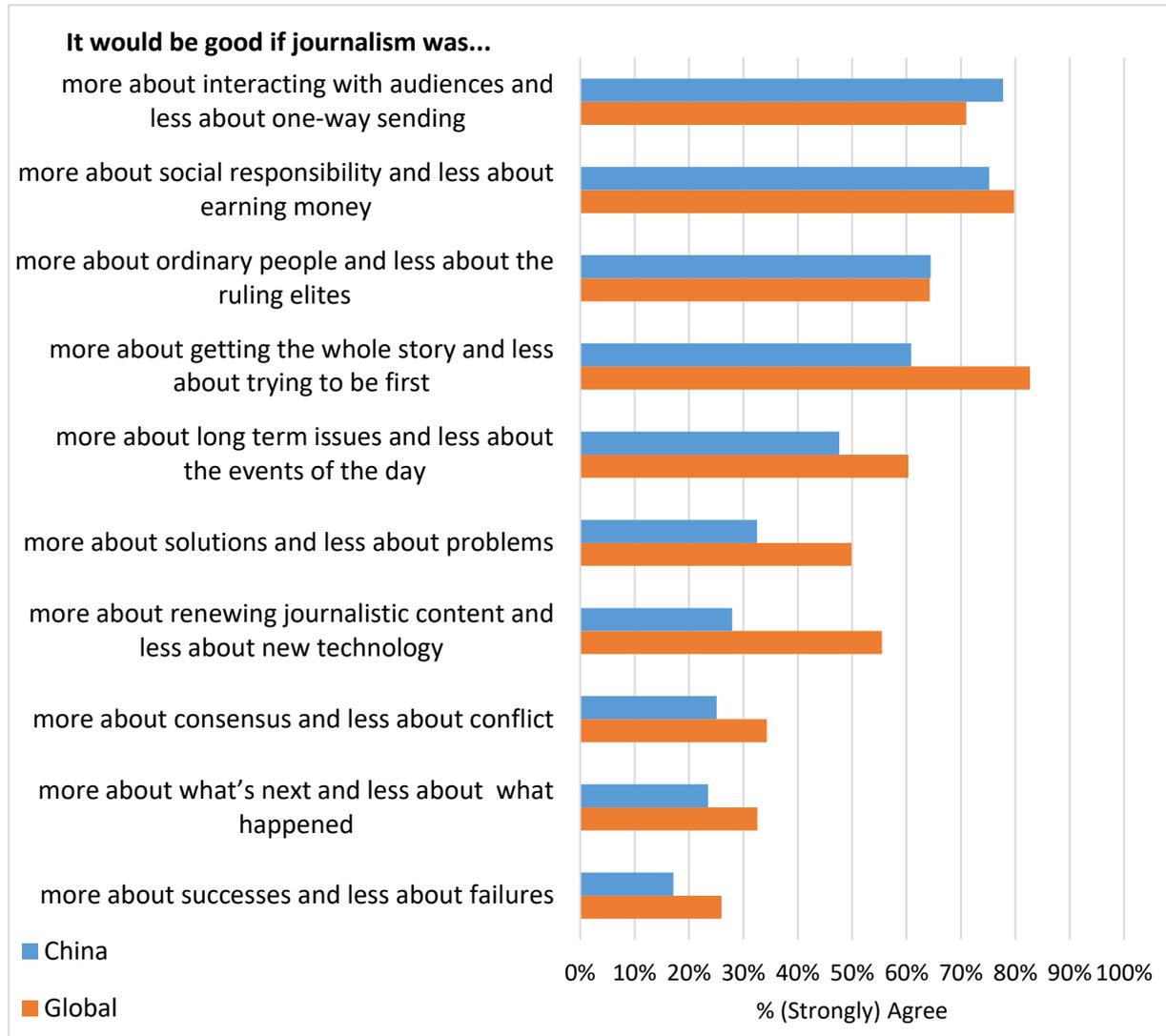
### 13.5.4. Role orientations



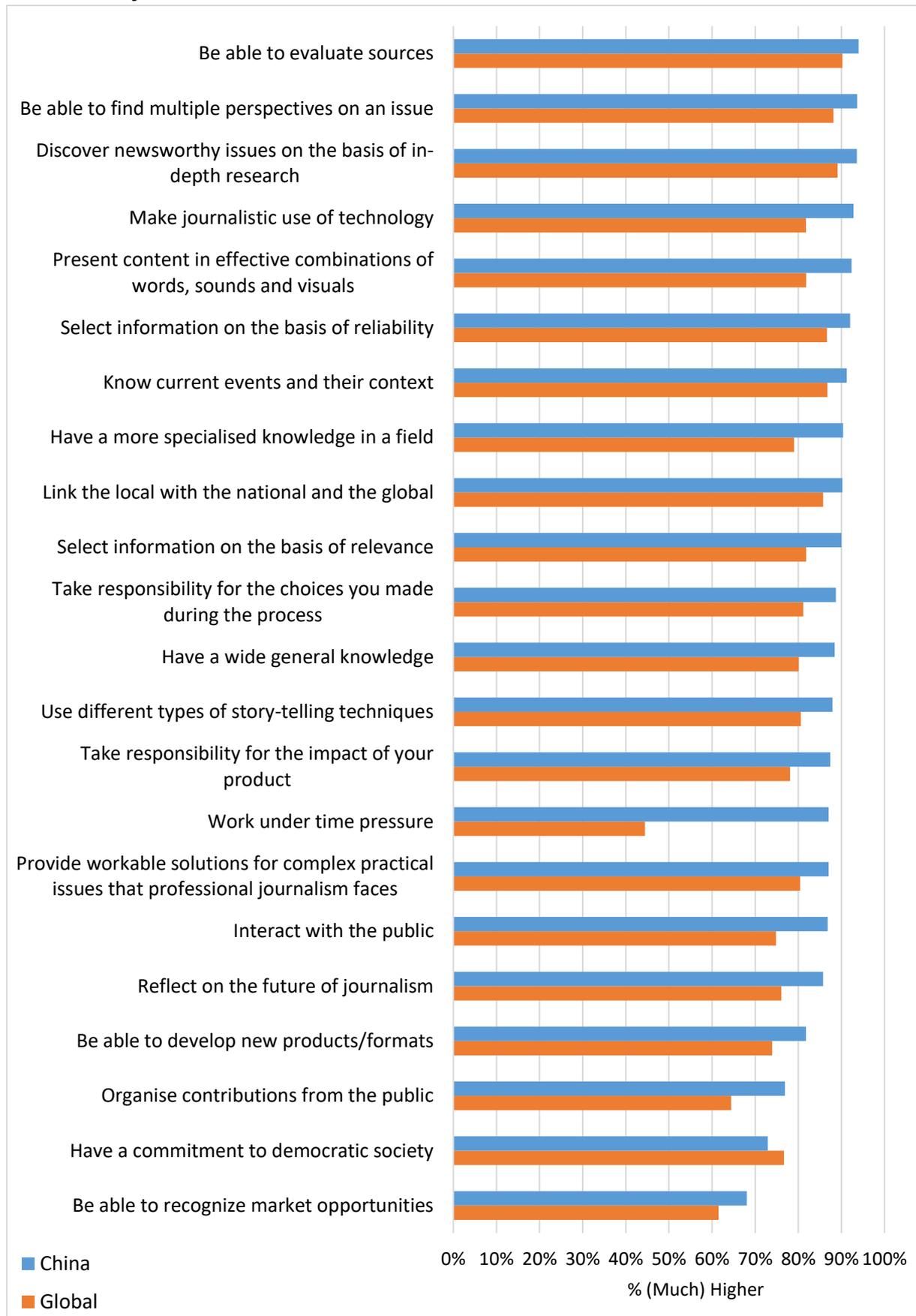
**13.5.5. Ethics**



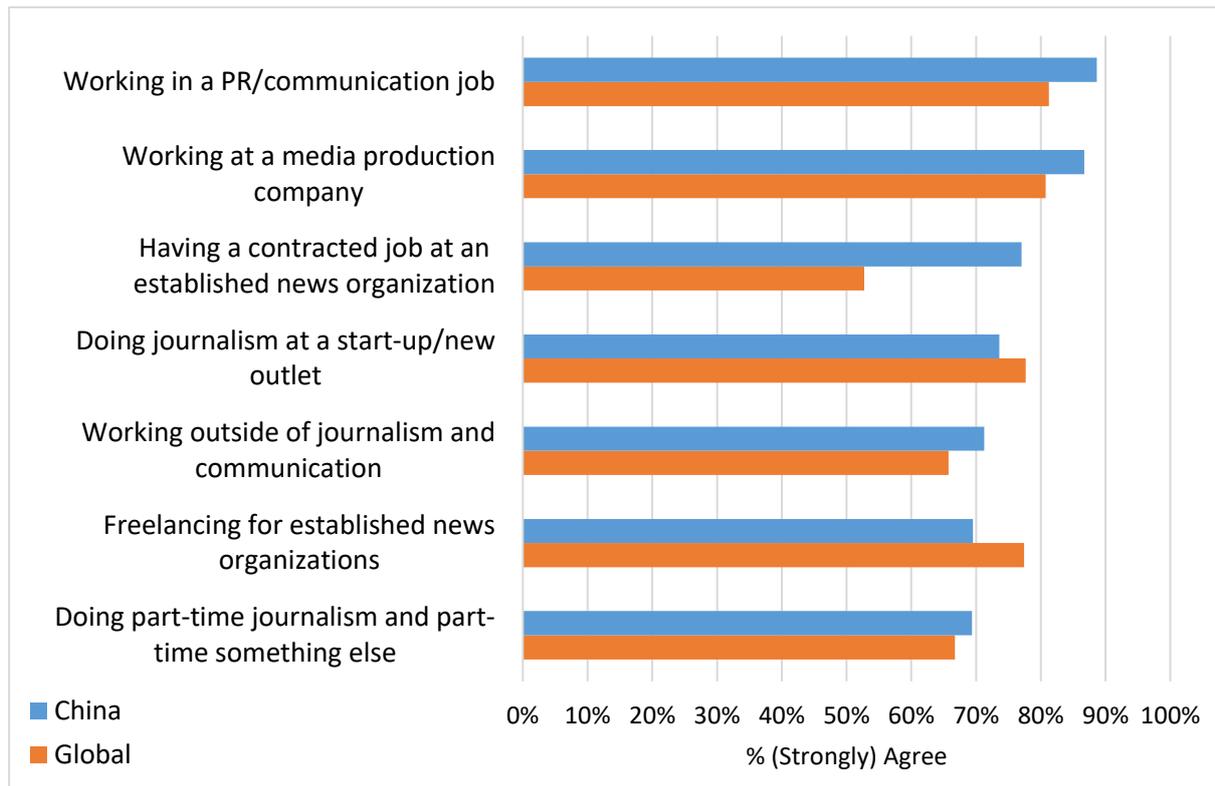
**13.5.6. Trends**



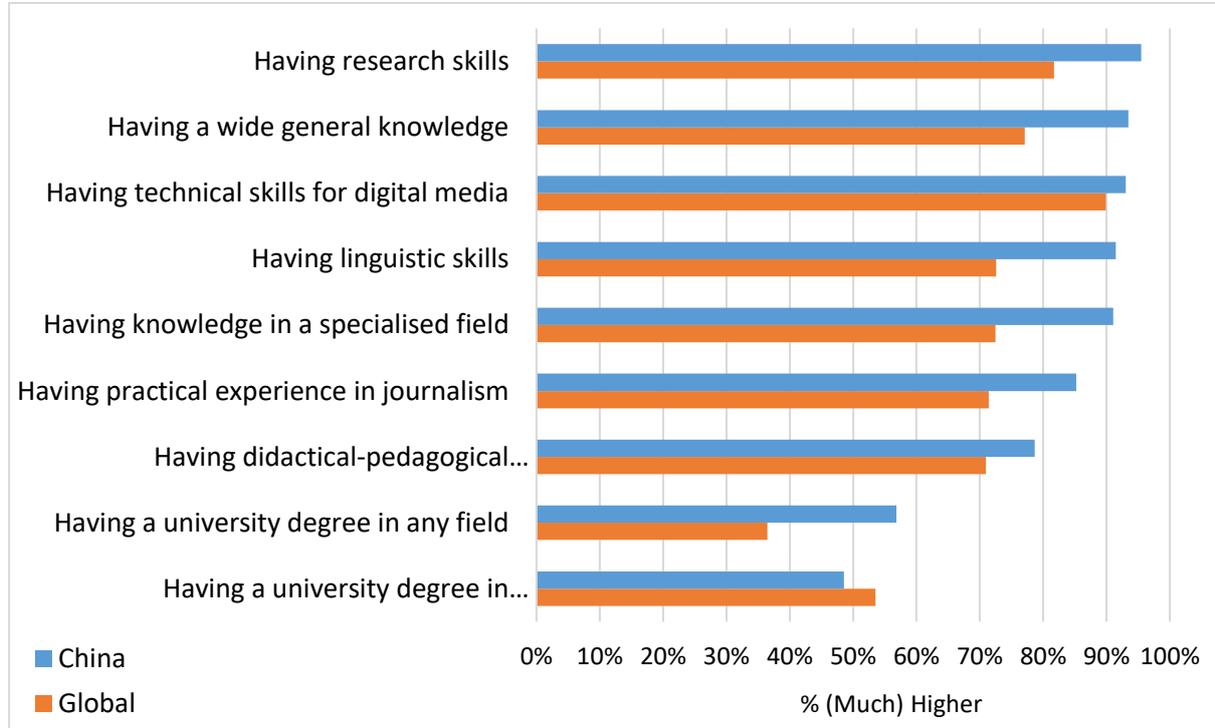
### 13.5.7. Qualifications Students



### 13.5.8. Future Labour market



### 13.5.9. Qualifications Teachers



### 13.6. Asia Pacific

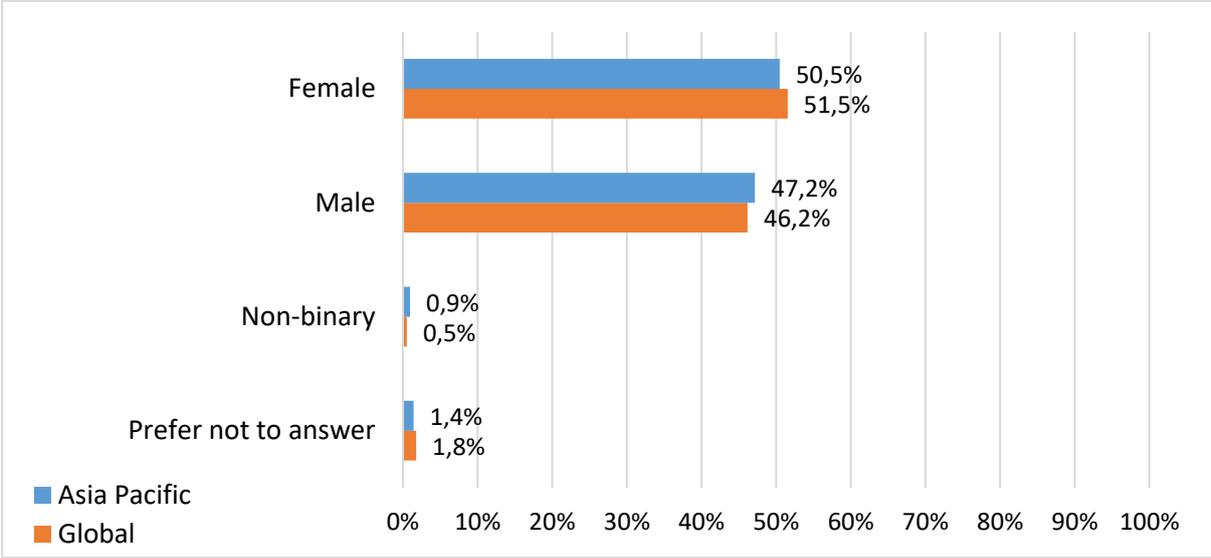
In total 239 respondents come from the region of Asia Pacific. This region contains respondents from the Philippines ( $N=44$ ), Thailand ( $N=39$ ), Bangladesh ( $N=28$ ), India ( $N=28$ ), Indonesia ( $N=26$ ), Sri Lanka ( $N=18$ ), Malaysia ( $N=15$ ), Myanmar ( $N=15$ ), Bhutan ( $N=13$ ), Vietnam ( $N=8$ ), Cambodia ( $N=2$ ), Taiwan ( $N=2$ ), and Laos ( $N=1$ ).

In a relative sense, compared to other regions, journalism educators from Asia Pacific:

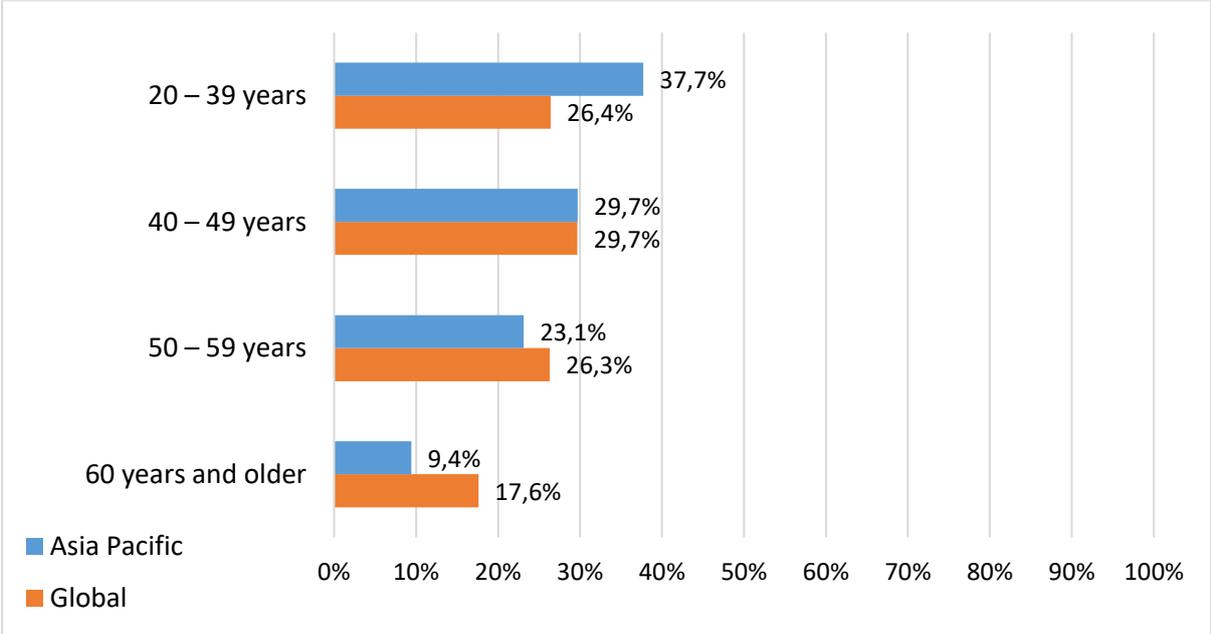
- are young ( $M=44,2$  years), often have a master's degree (44,8%), and have little practical experience ( $M=9,2$  years);
- believe almost all tasks and attitudes should become (much) more important and are more positive about the future importance of all four journalistic roles, especially the Disseminator role and – to a lesser extent – the Mobilizer and Observer role;
- have a low level of acceptance of disputable practices related to the gathering of information (e.g. use personal and governmental documents without permission, use hidden microphones and cameras), and a high level of acceptance of practices related to the presentation of information (e.g. alter photographs and quotes, use re-creations of new by actors without mention);
- are supportive of all ten distinguished trends, especially the ones related to constructive journalism (e.g. more about successes, consensus, what's next);
- believe all presented qualifications should become (much) more important, especially 'Work under time pressure' and qualifications related to the market/public (e.g. recognize market opportunities, organise contributions from the public, interact with the public);
- strongly believe that journalism students will be having a contracted job at an established news organization within the next ten years, and do not so much believe that they will be working in a PR/communication job or outside of journalism and communication.

13.6.1. Background variables

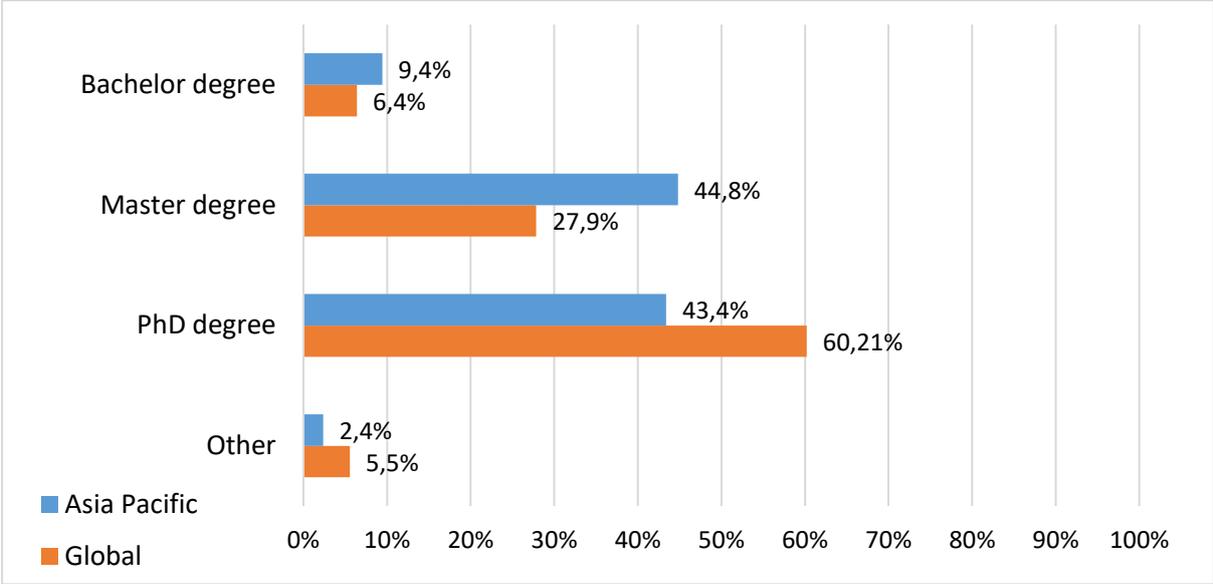
Gender



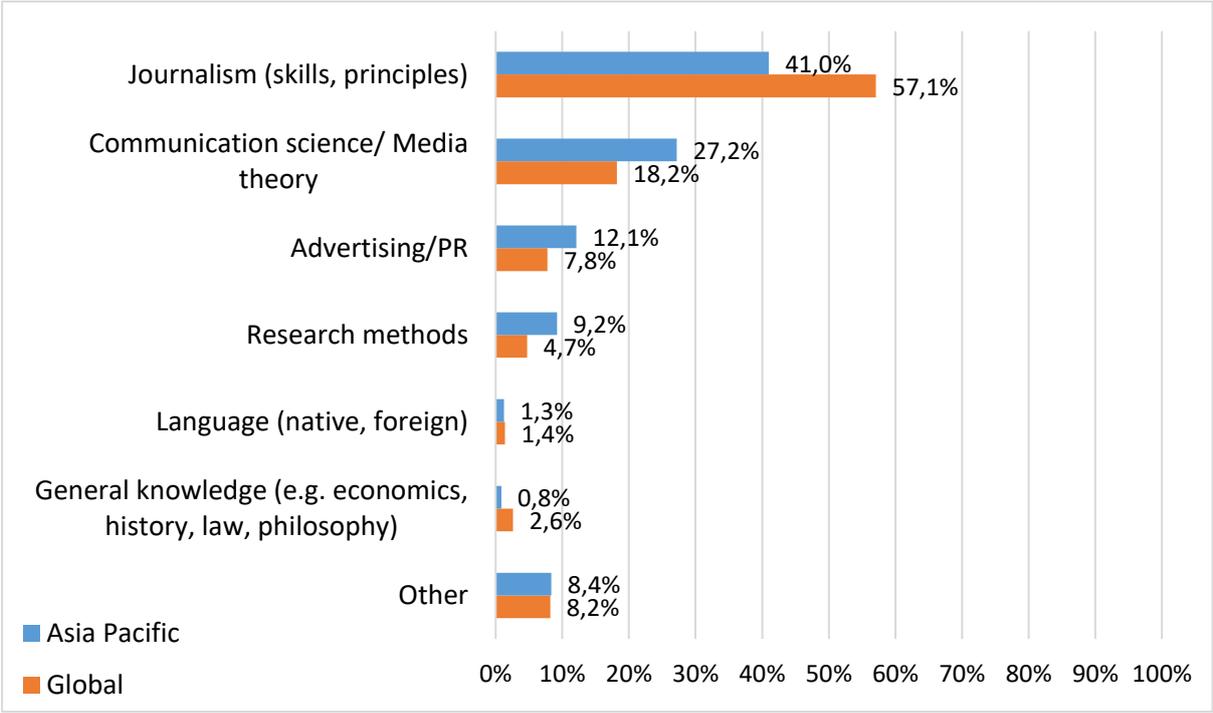
Age



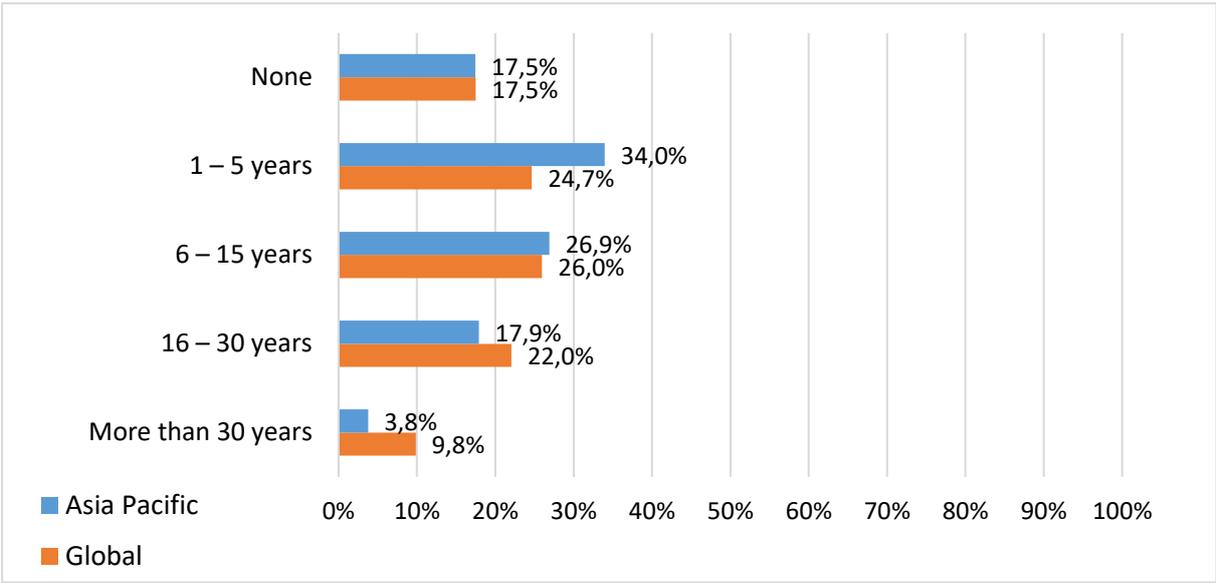
*Educational degree*



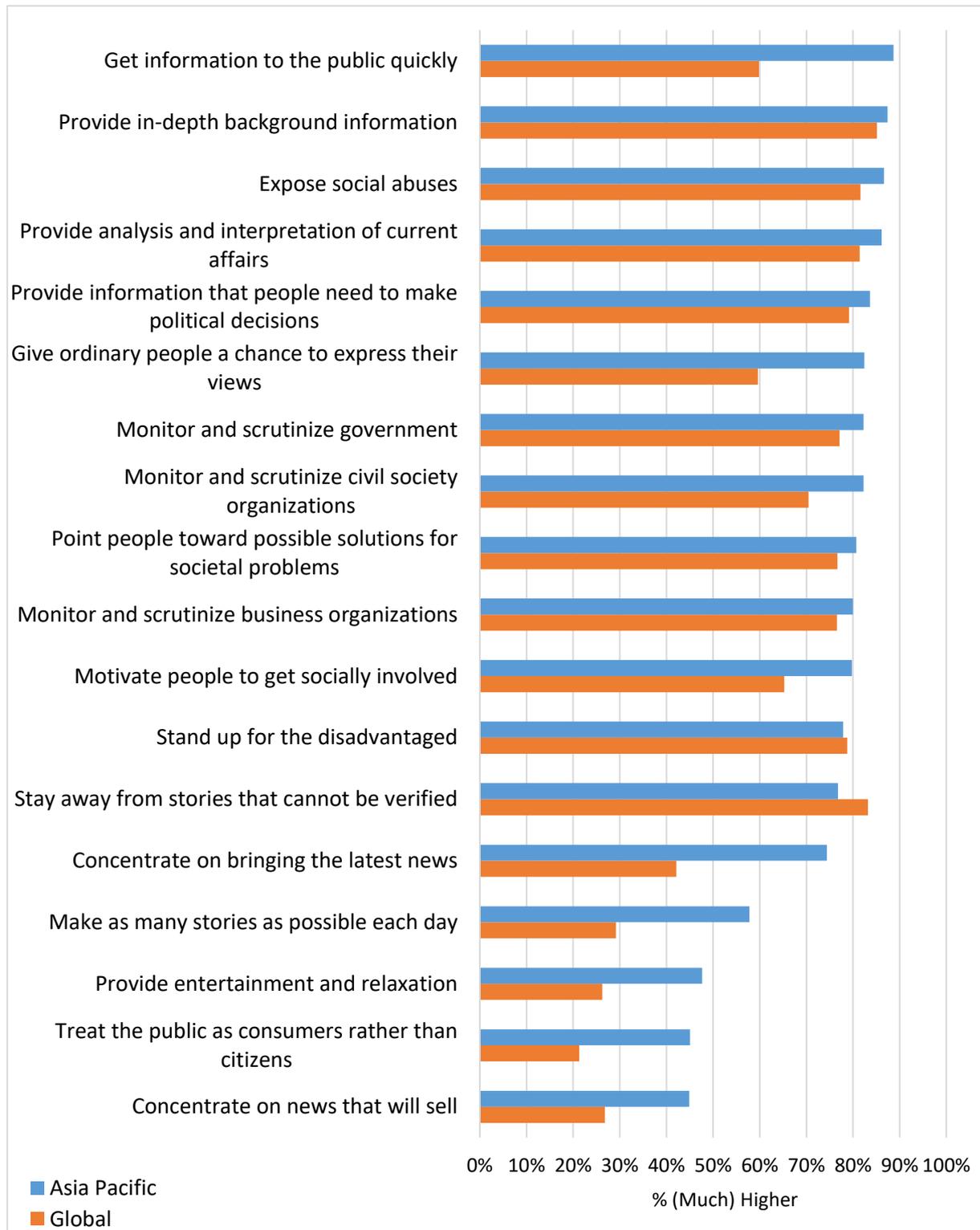
*Teaching subject*



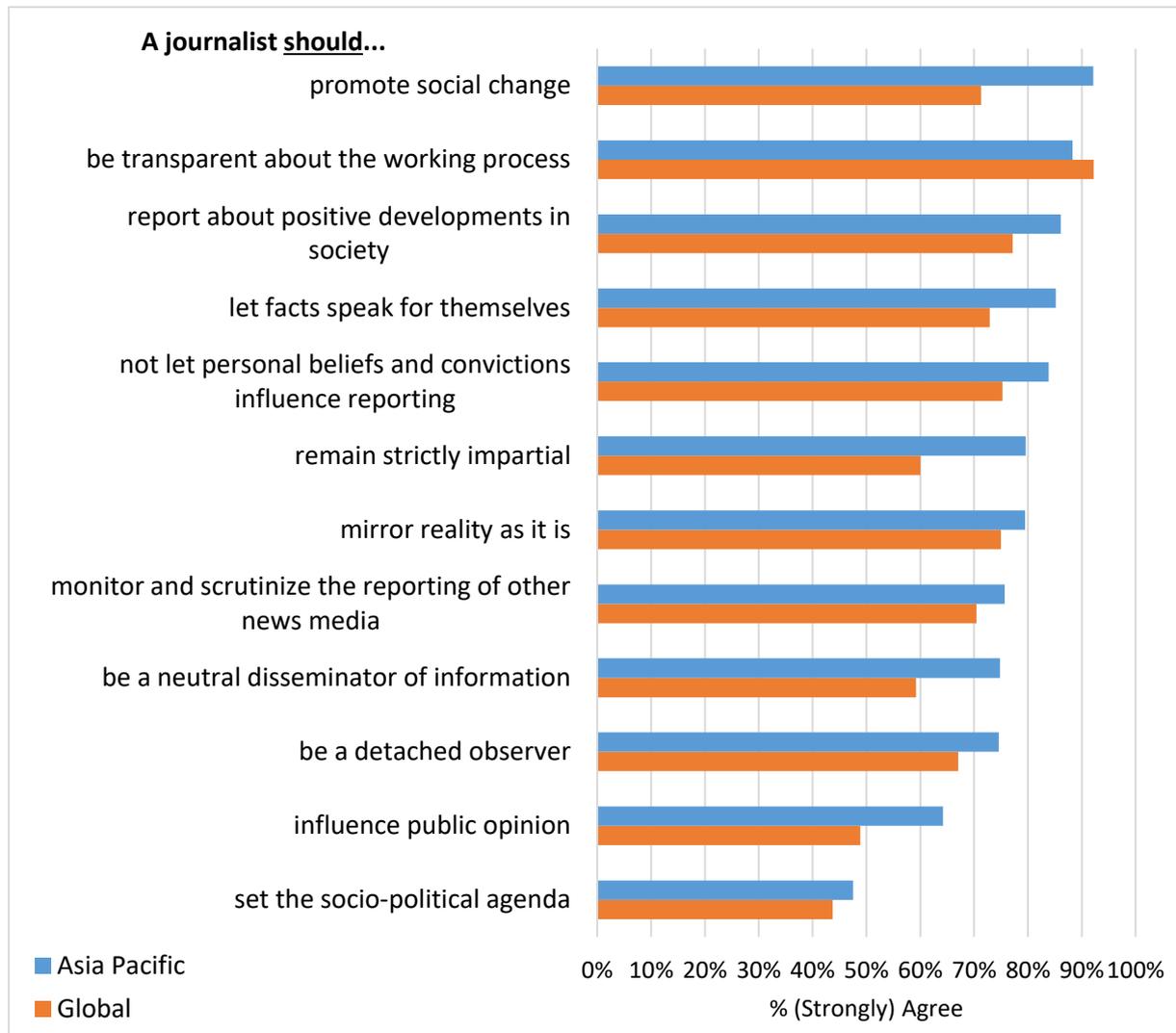
Practical experience



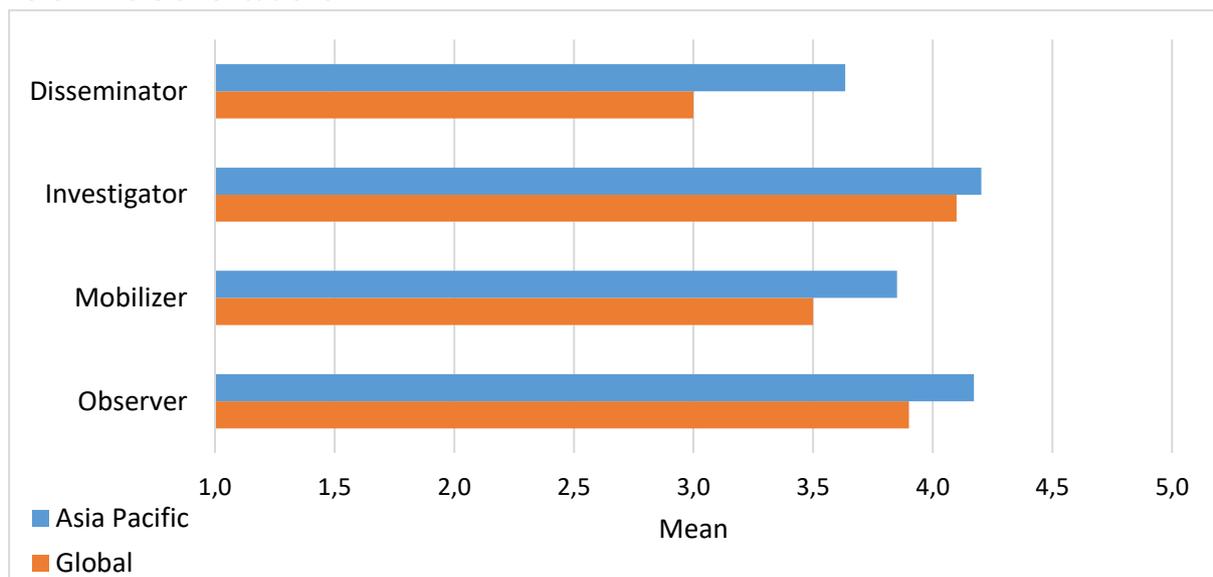
### 13.6.2. Tasks



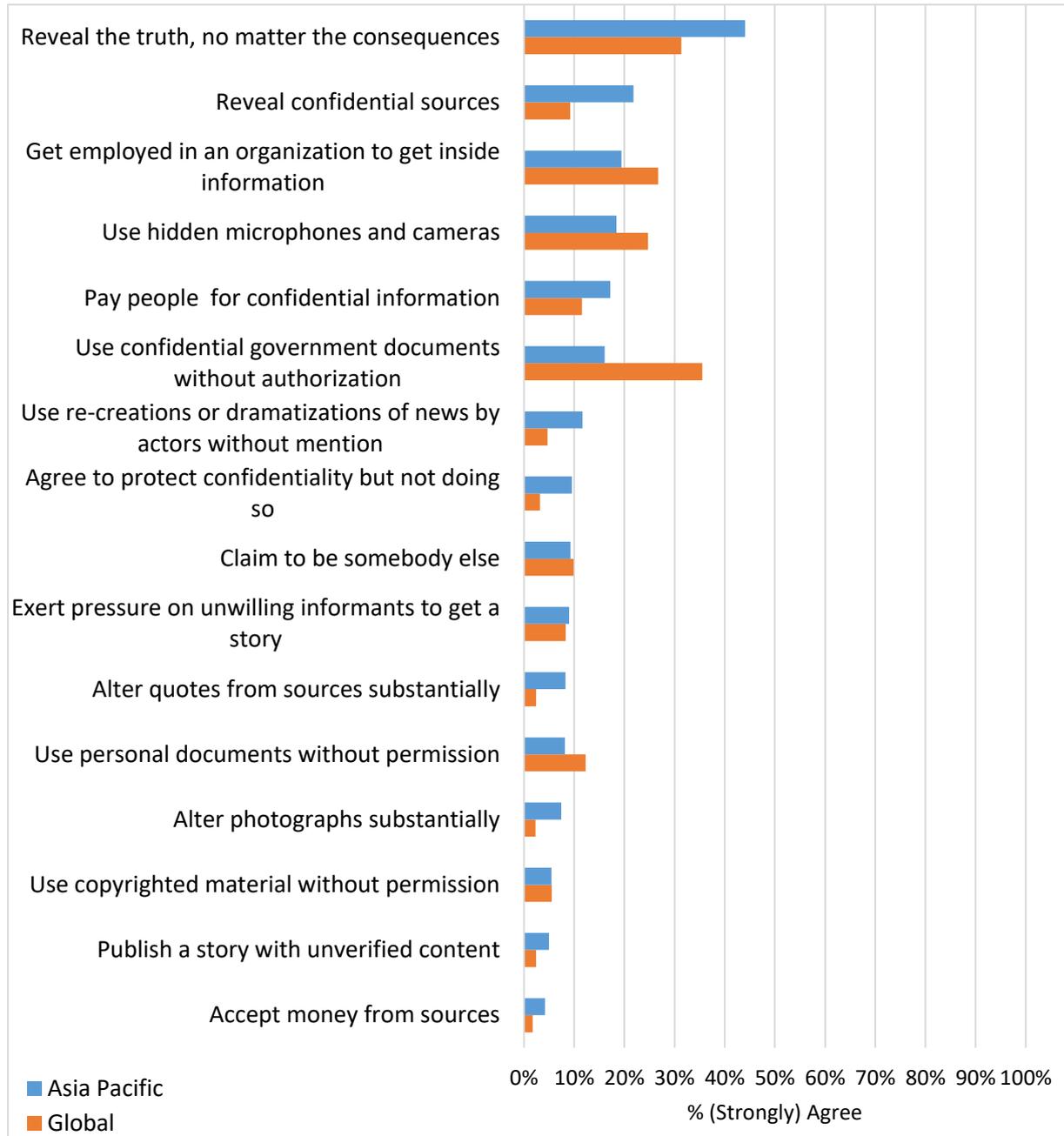
### 13.6.3. Attitudes



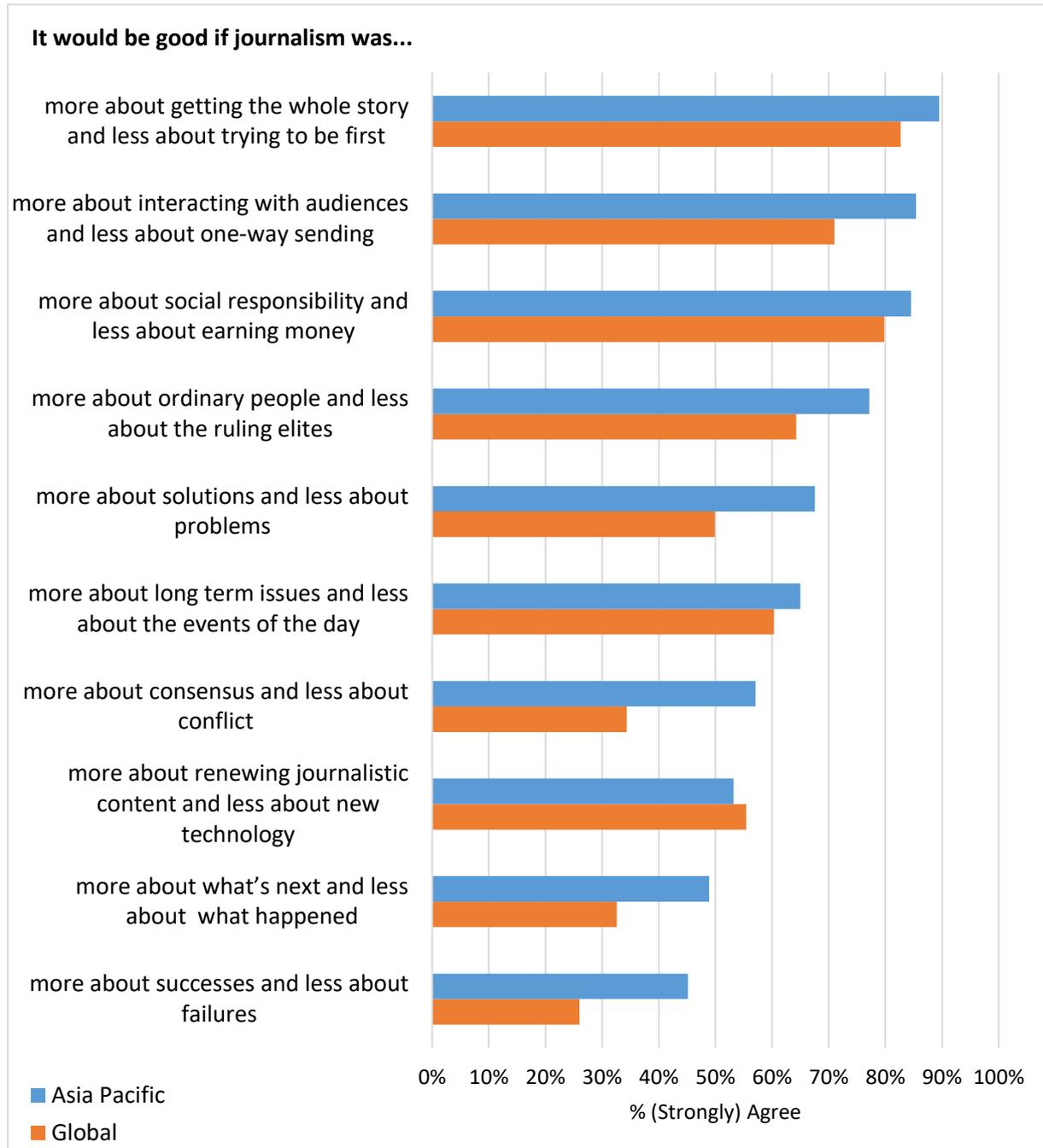
### 13.6.4. Role orientations



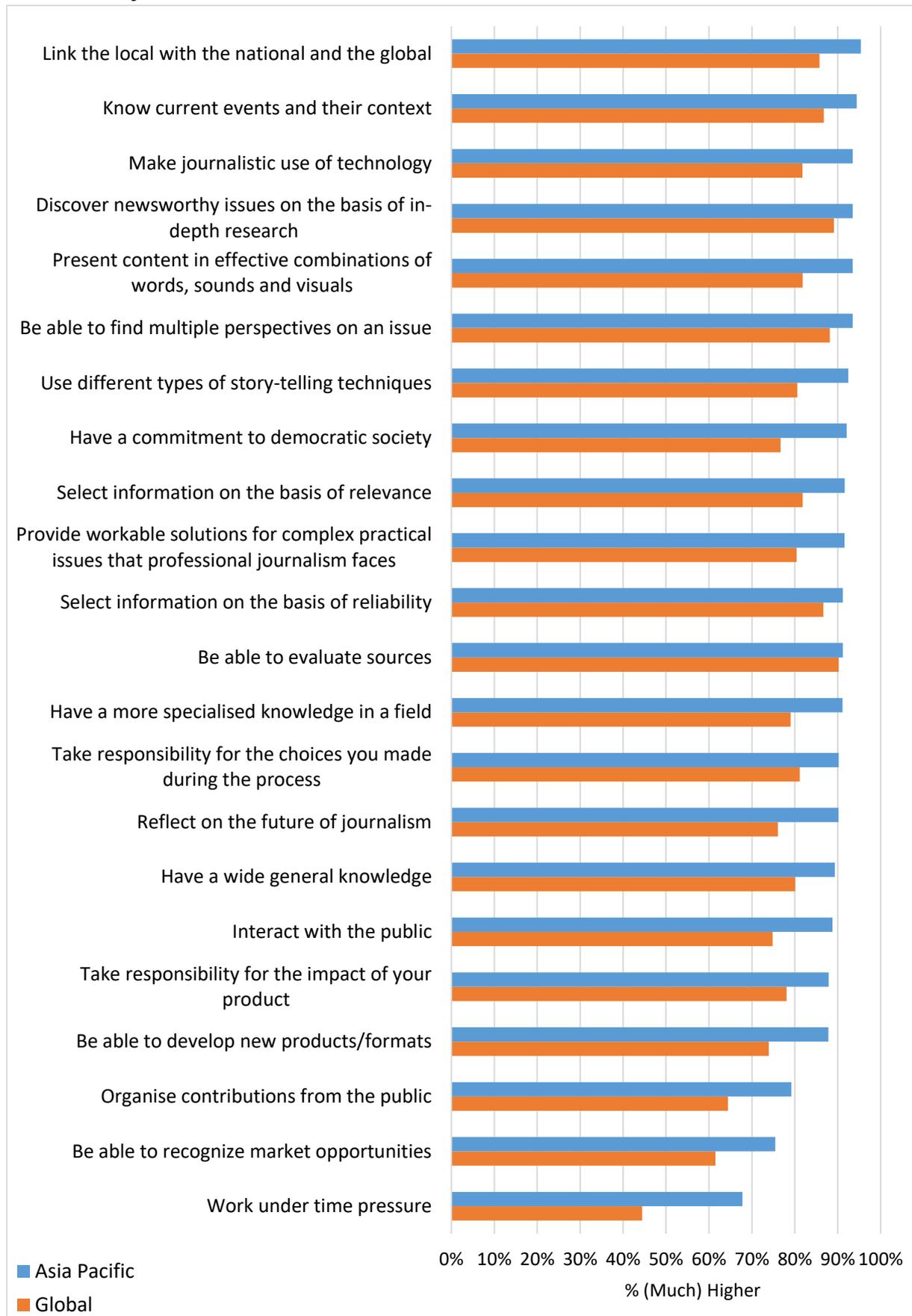
**13.6.5. Ethics**



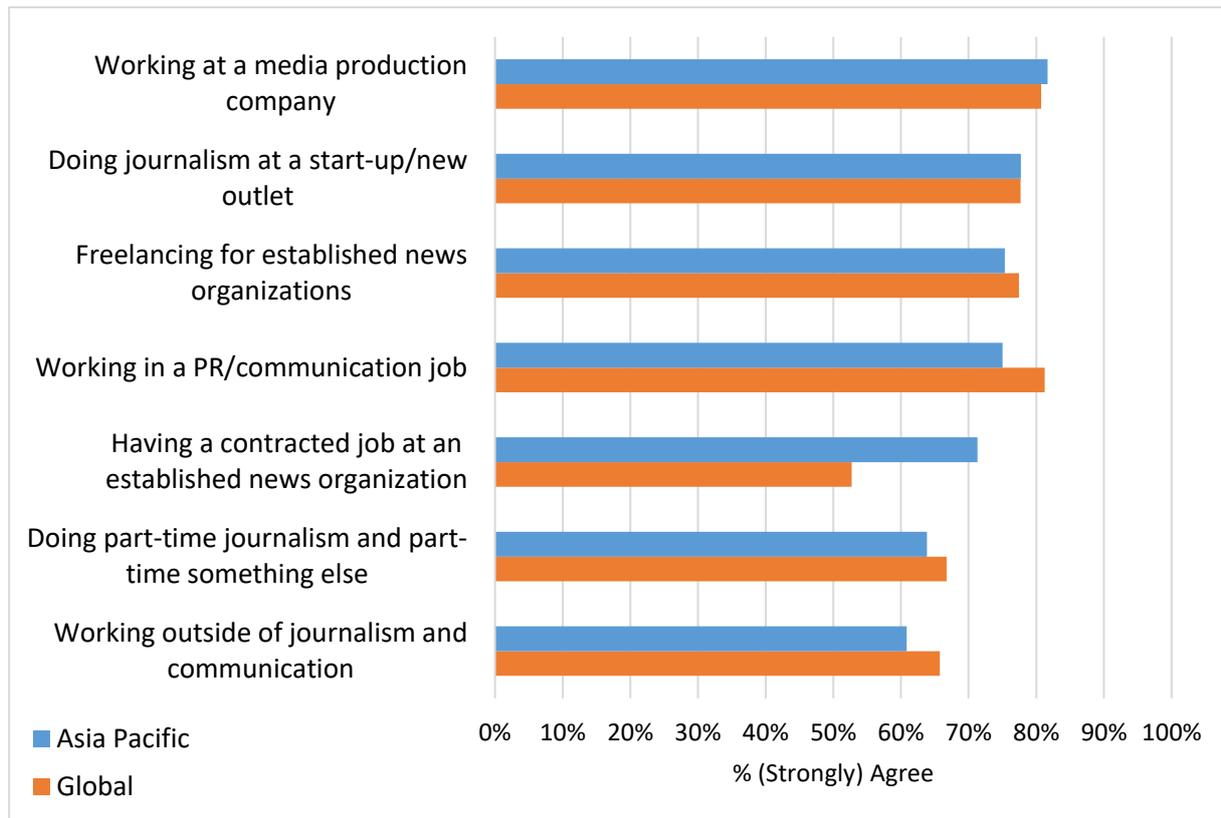
### 13.6.6. Trends



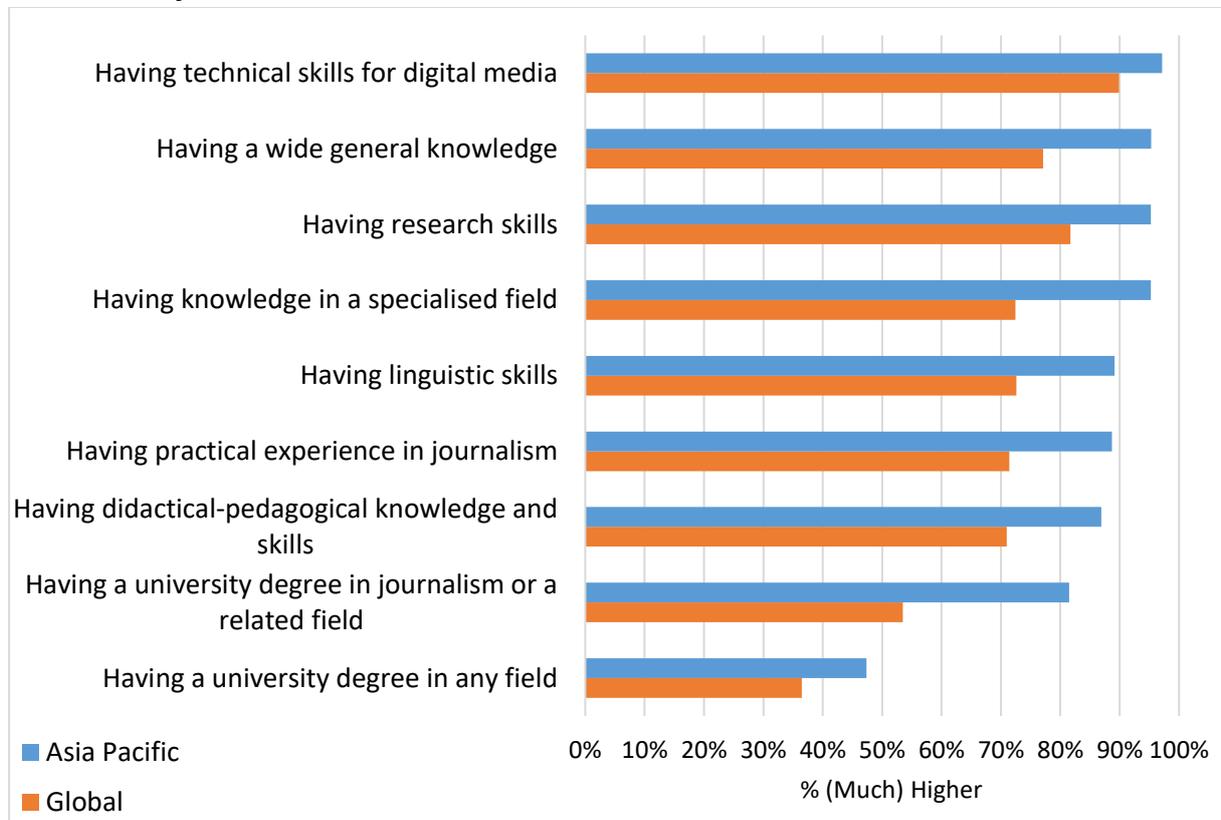
### 13.6.7. Qualifications Students



**13.6.8. Future Labour market**



**13.6.9. Qualifications Teachers**



### 13.7. Oceania

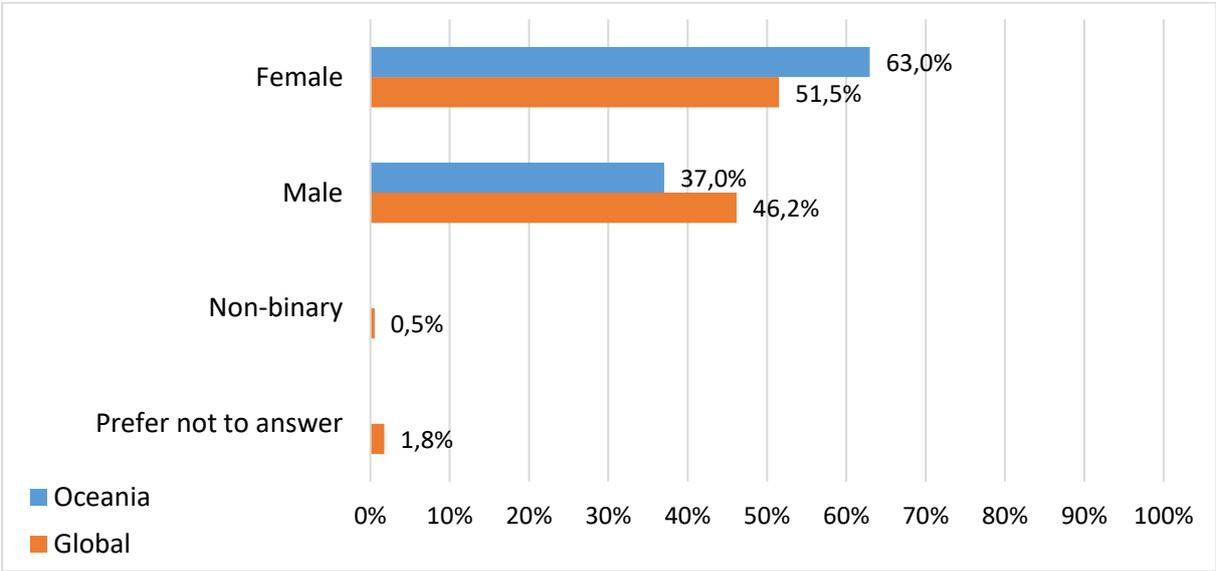
A total number of 59 respondents come from the region Oceania. This region contains respondents from Australia ( $N=42$ ) and New Zealand ( $N=17$ ).

In a relative sense, compared to other regions, journalism educators from Oceania:

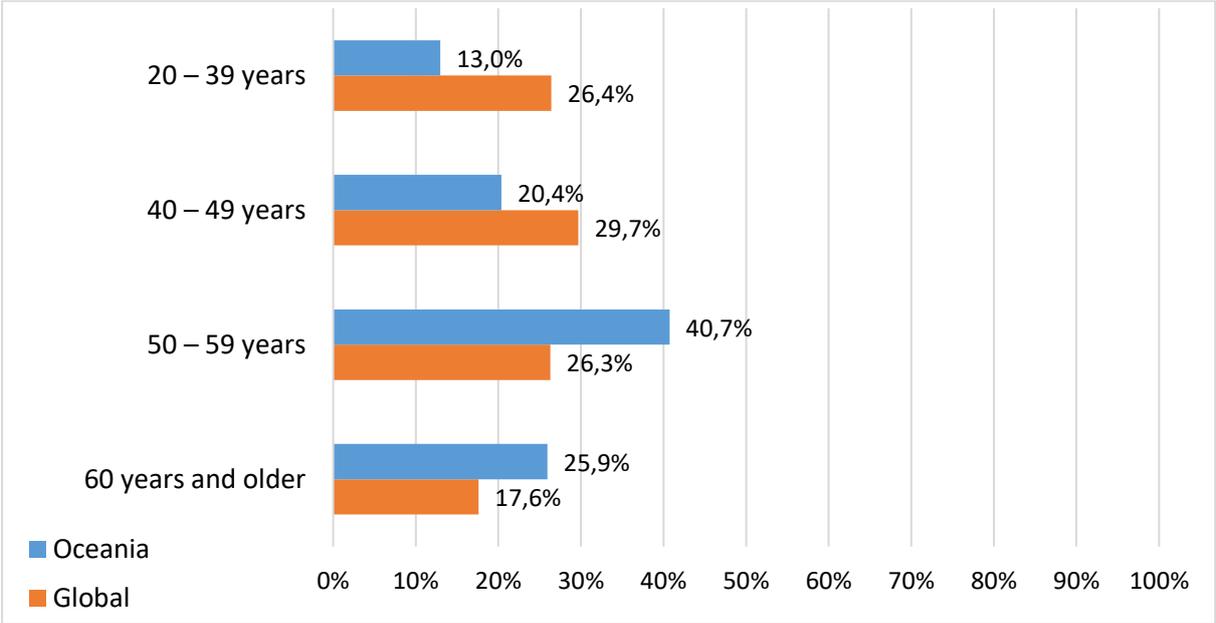
- are often female (63%), are old ( $M=52,7$  years), often teach journalism instead of other subjects (86,4%), and have much practical experience ( $M=18$  years);
- have low scores on almost all distinguished tasks and attitudes, especially the ones related to a consumer-orientation and the fast dissemination of news, and are less positive about the future importance of all four journalistic roles, especially the Disseminator role and the Mobilizer role;
- have a high level of acceptance of disputable practices regarding the gathering of information (e.g. use personal and governmental documents without permission, get employed in an organization to get inside information) and a rather low level of acceptance of disputable practices regarding the presentation of information (e.g. alter photographs or quotes);
- often (strongly) agree with trends in the field of constructive journalism (e.g. more about successes, solutions, consensus);
- are less convinced of the future importance of almost all surveyed qualifications; this applies most strongly for qualifications with a consumer-orientation (e.g. be able to recognize market opportunities, interact with the public, organise contributions from the public) and the qualification 'Work under time pressure';
- are slightly less optimistic that future journalists will be having a contracted job at an established news organization, but more optimistic about the other labour market options, especially working outside of journalism and communication or doing part-time journalism and part-time something else.

13.7.1. Background variables

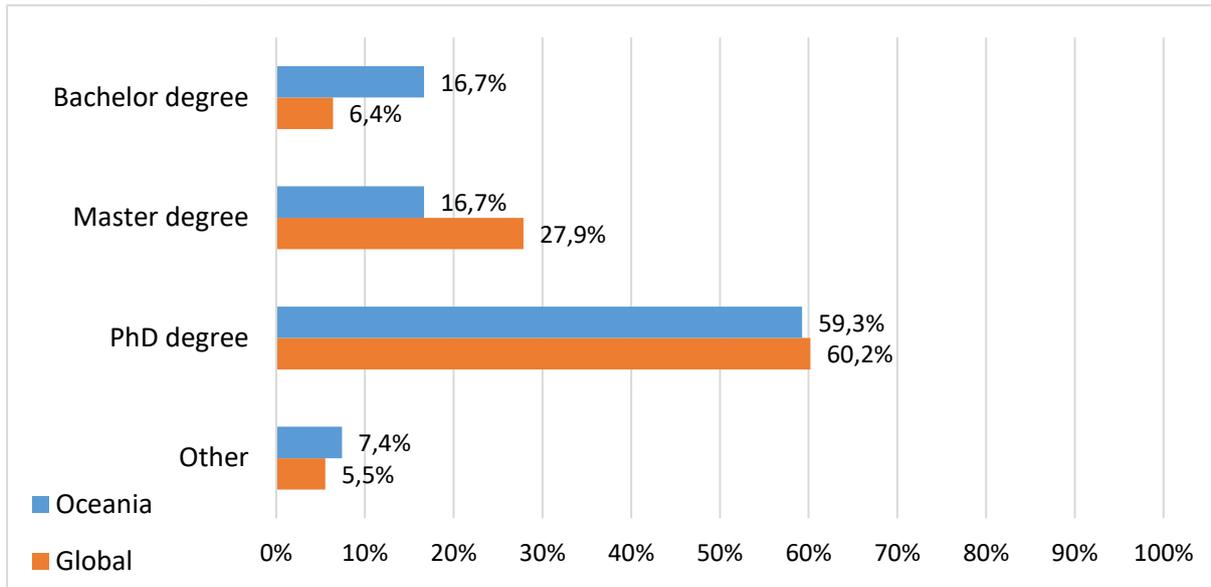
Gender



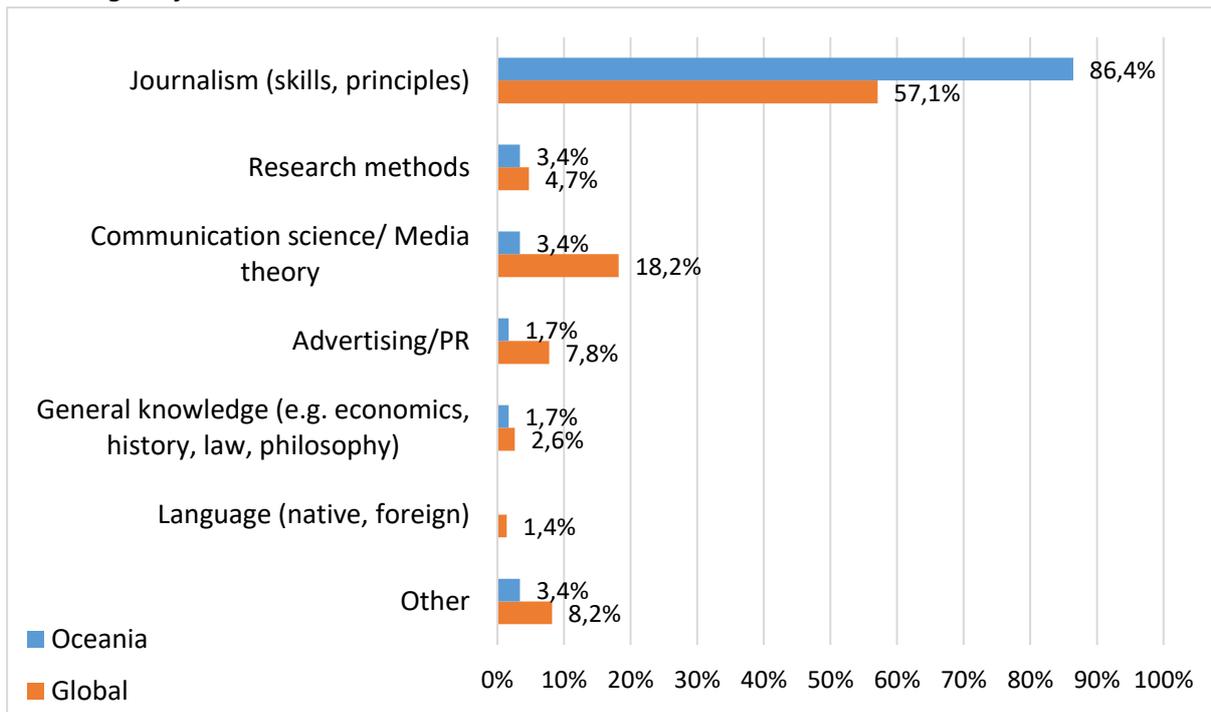
Age



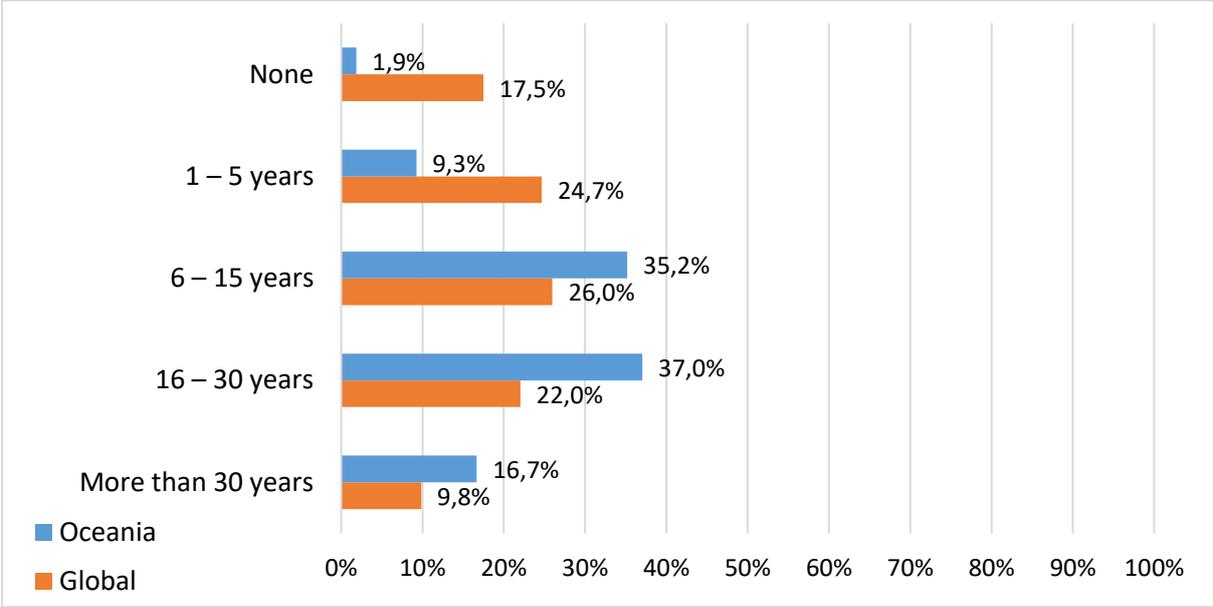
### Educational degree



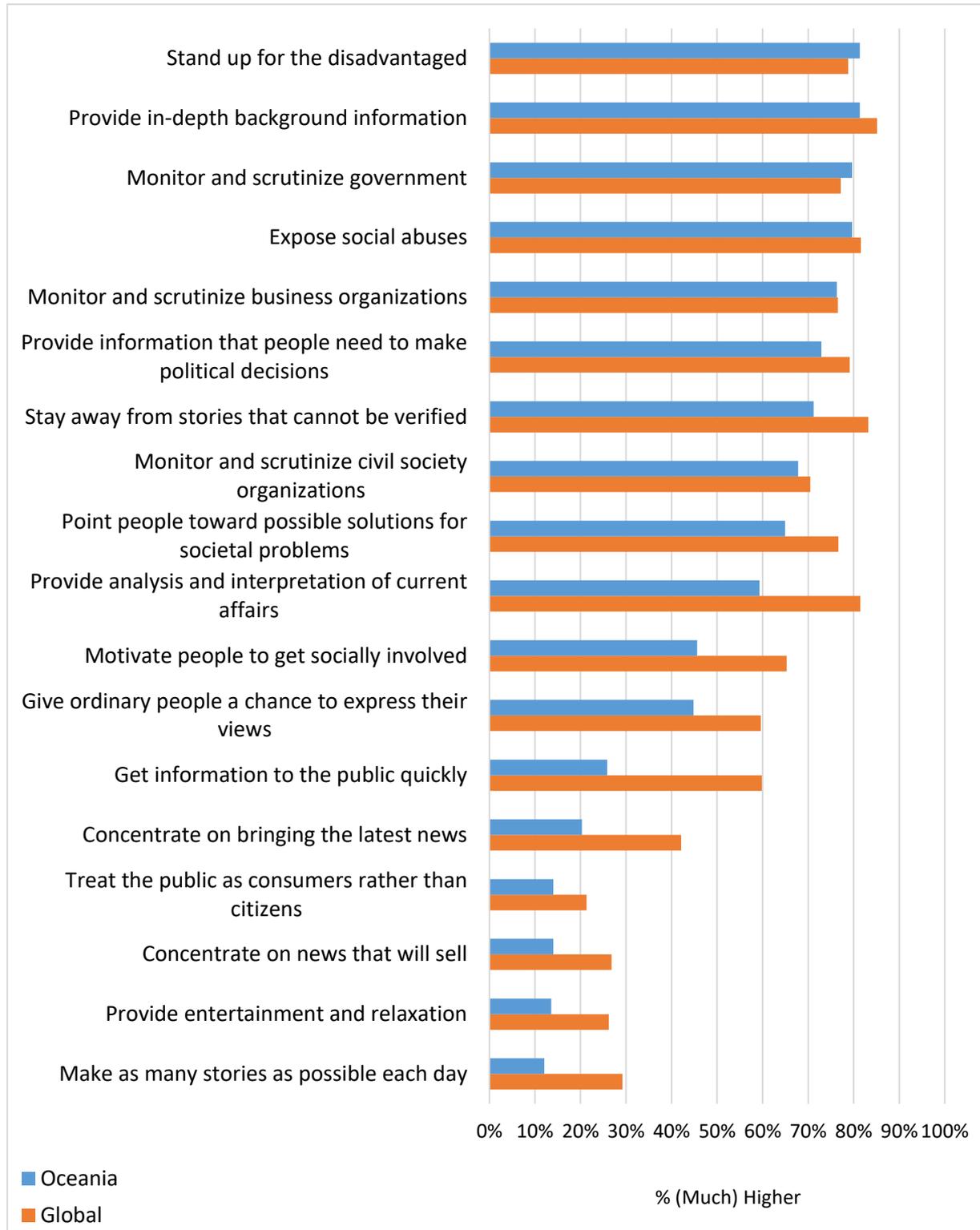
### Teaching subject



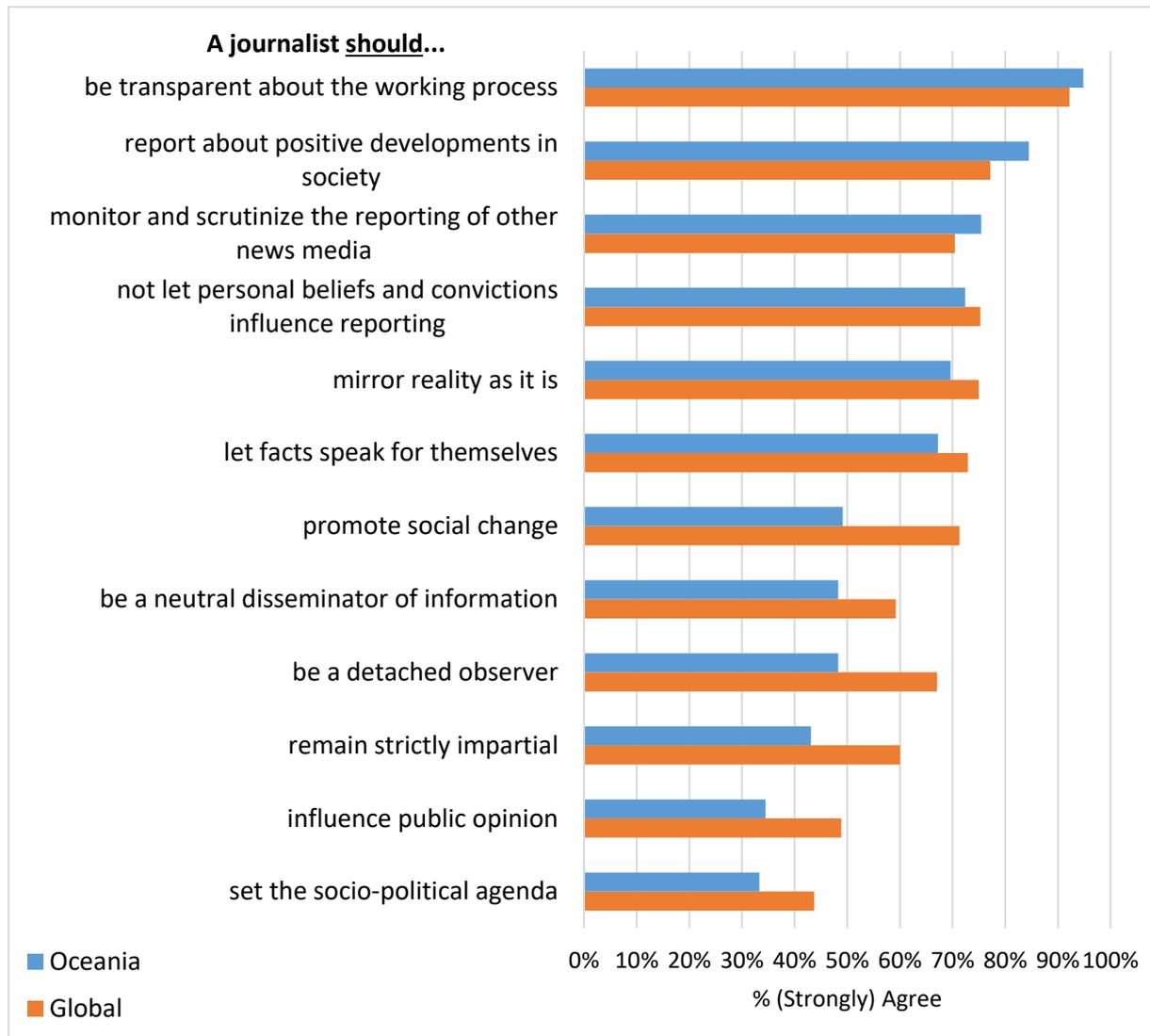
Practical experience



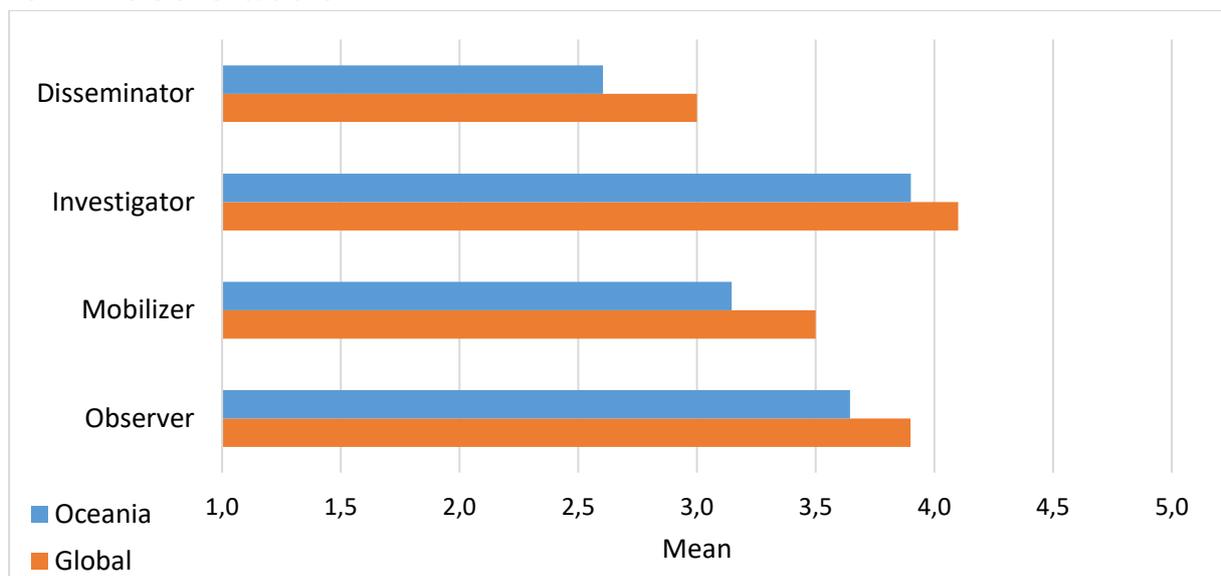
**13.7.2. Tasks**



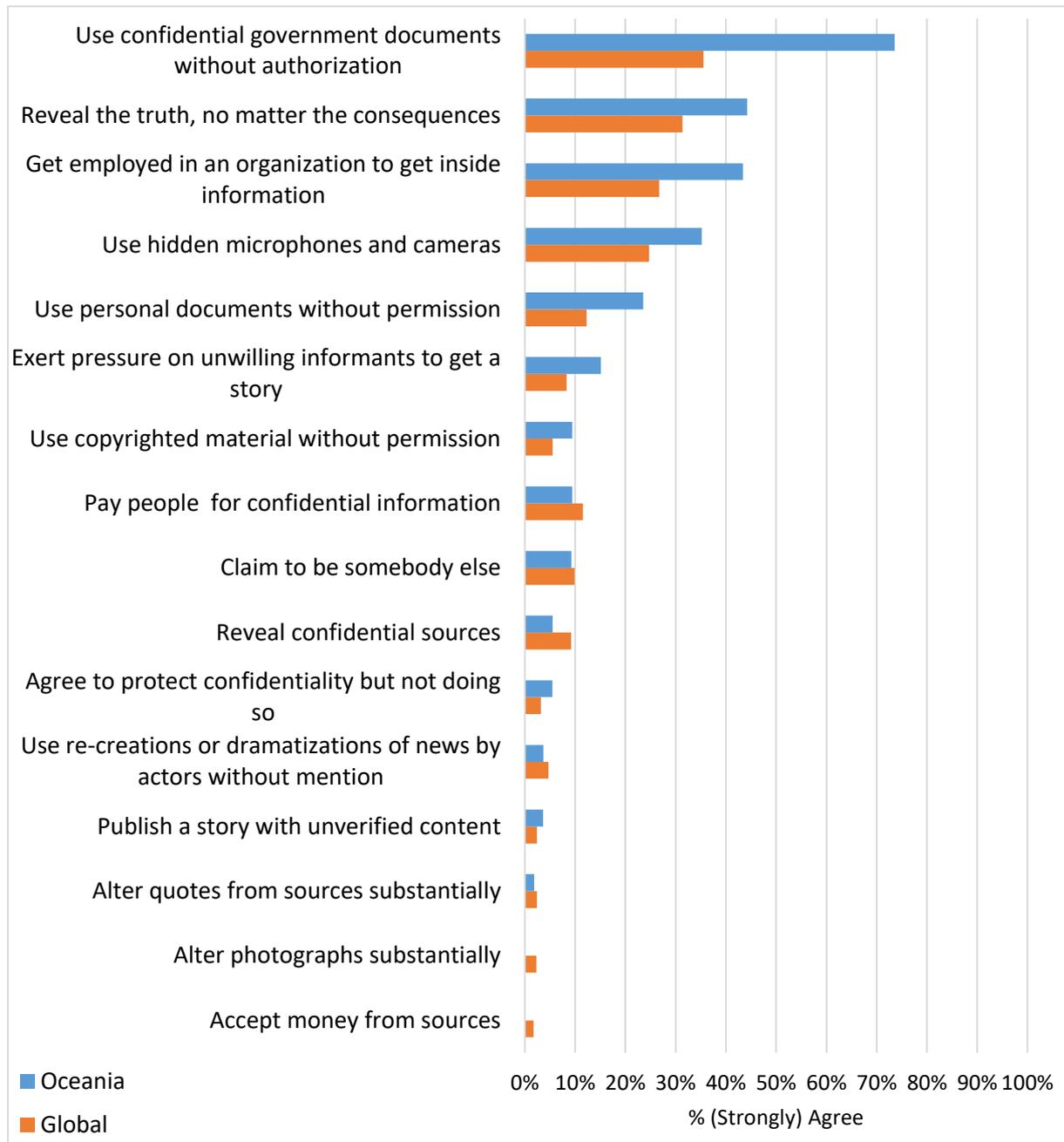
### 13.7.3. Attitudes



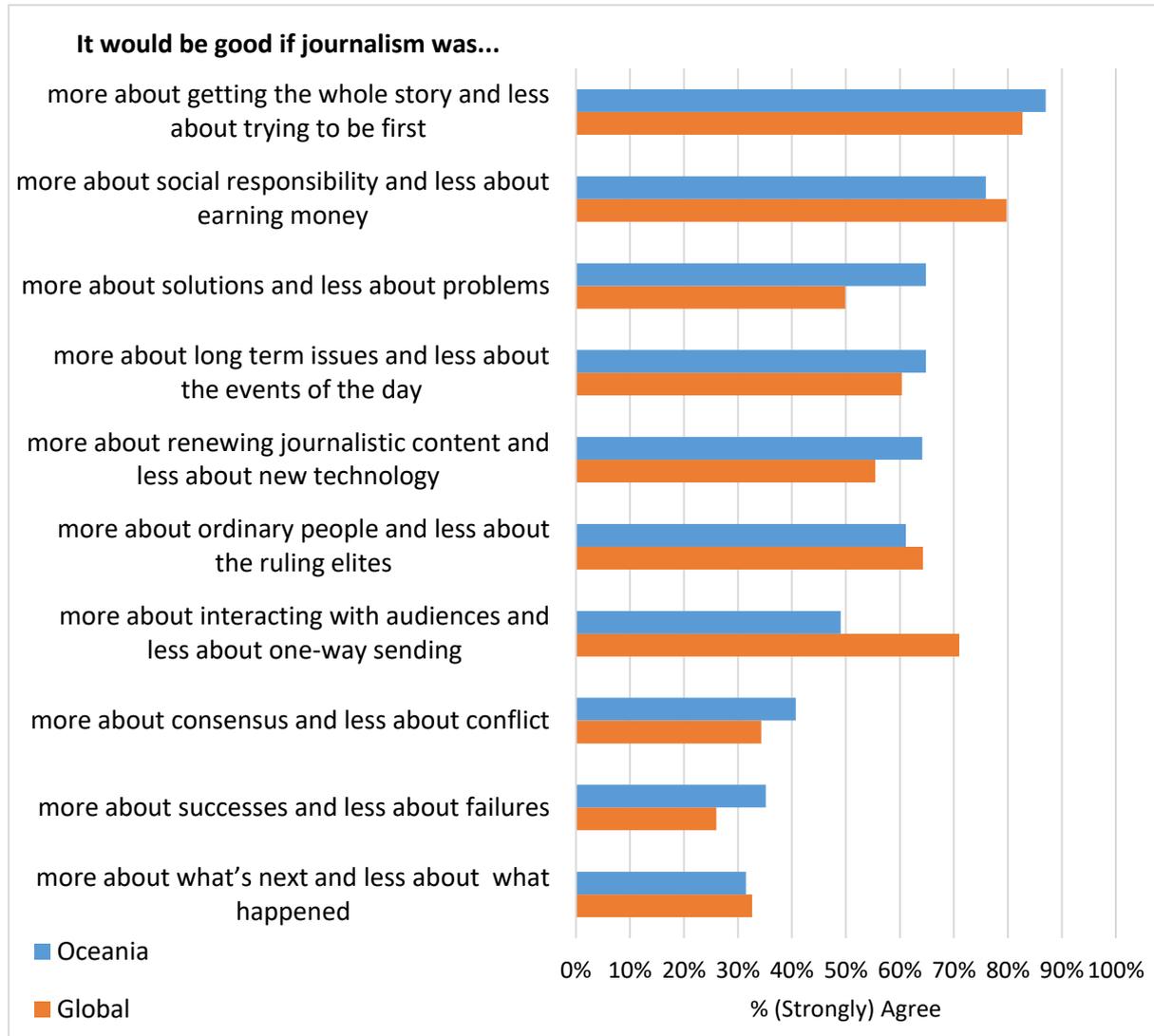
### 13.7.4. Role orientations



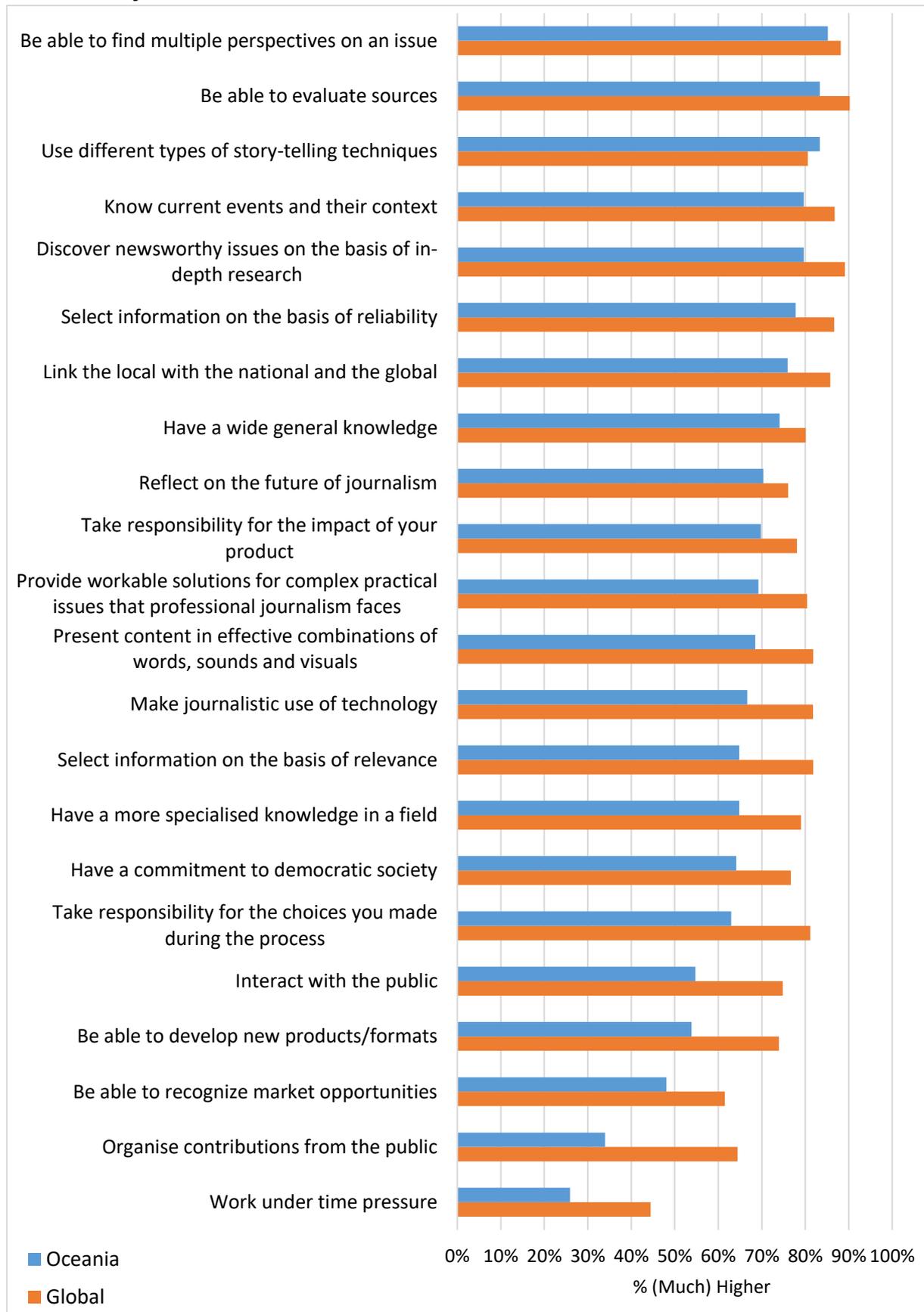
**13.7.5. Ethics**



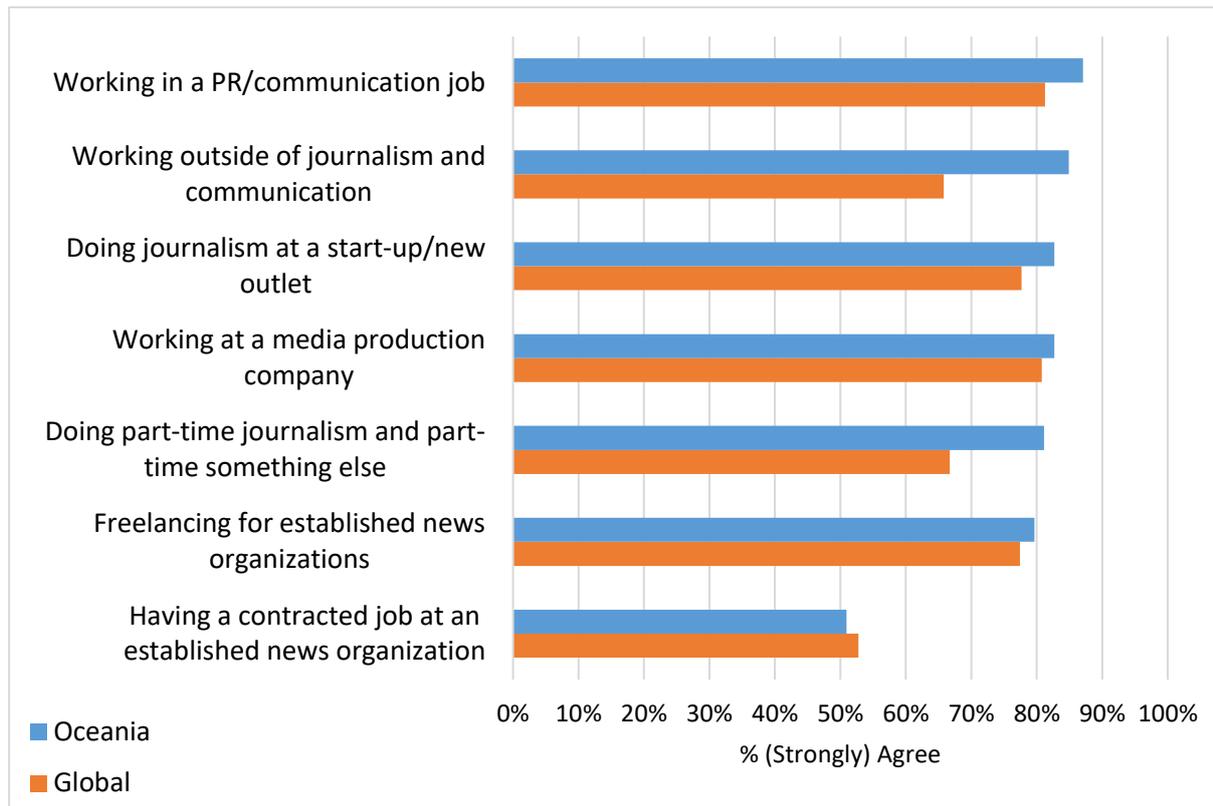
**13.7.6. Trends**



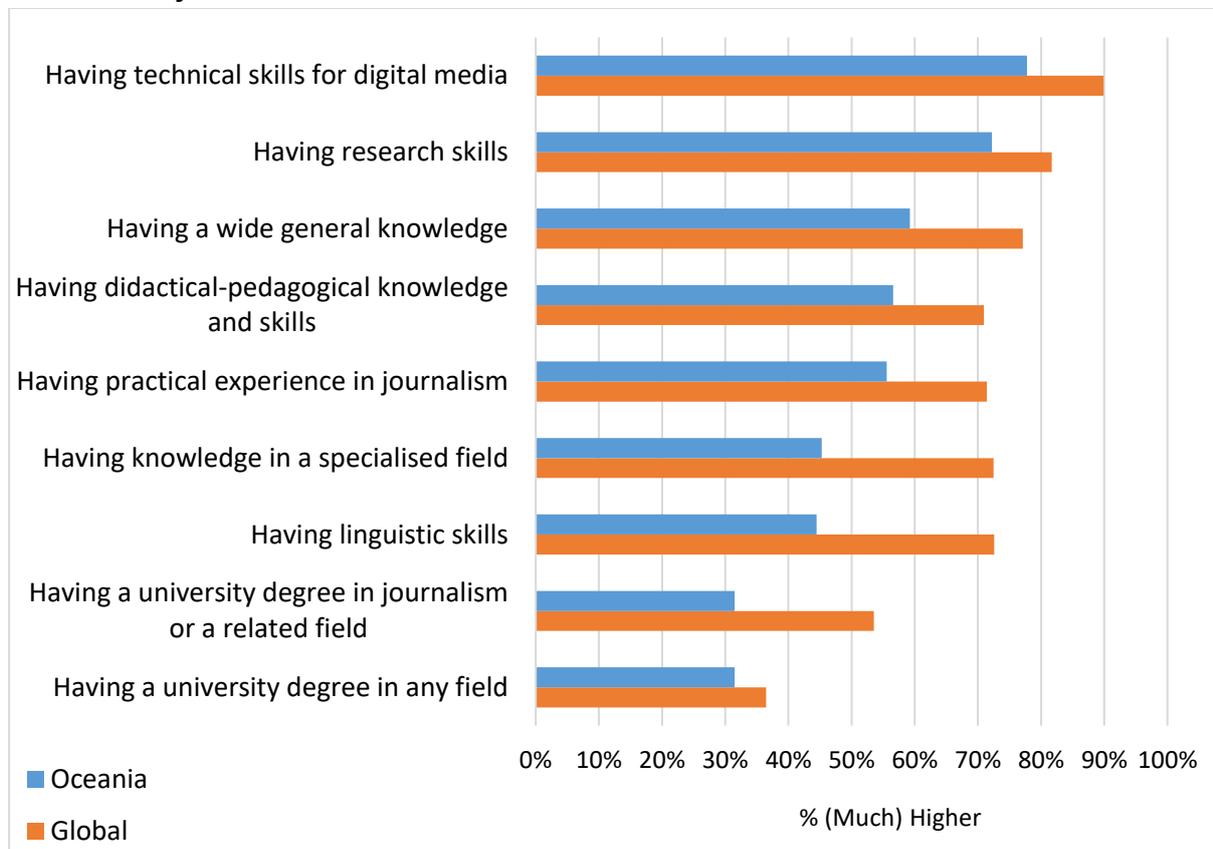
### 13.7.7. Qualifications Students



### 13.7.8. Future Labour market



### 13.7.9. Qualifications Teachers



### 13.8. Africa

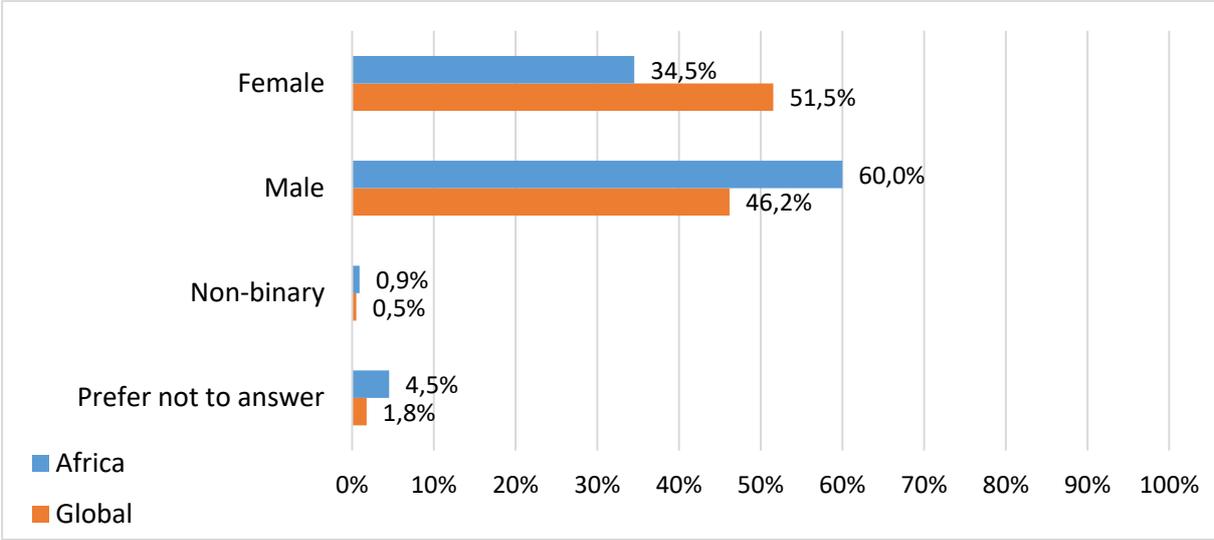
A total number of 128 respondents come from the region Africa. This region contains respondents from Nigeria ( $N=58$ ), South Africa ( $N=44$ ), Maroc ( $N=13$ ), Madagascar ( $N=2$ ) and 10 respondents from various countries in Africa: 3 from Zimbabwe, 2 from Ethiopia, and 1 from Congo, Egypt, Malawi, Mauritius, Zambia and Ivory Coast.

In a relative sense, compared to other regions, journalism educators from Africa:

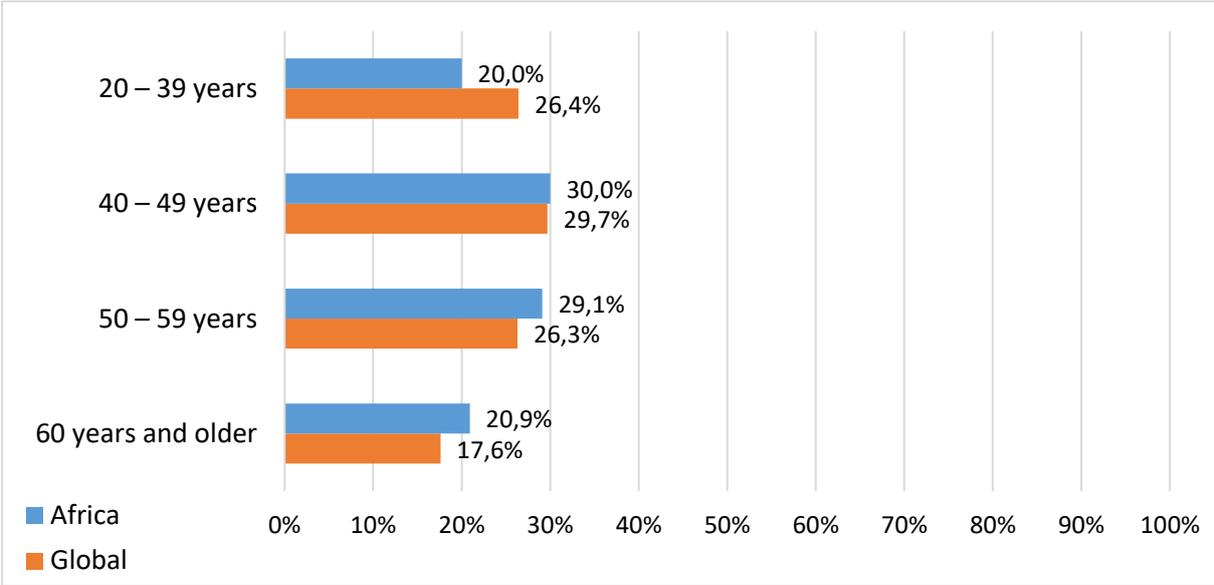
- are often male (60%), and often teach other subjects than journalism (38,3%);
- are positive about the future importance of all tasks and attitudes and – as a consequence – about all four journalistic roles, especially the Disseminator role and the Mobilizer role;
- have a high level of acceptance of almost all surveyed disputable practices;
- believe that it would be good if journalism evolves towards the use of constructive elements (e.g. solutions, consensus, successes), and are somewhat less positive about aspects of slow journalism (e.g. more about long-term issues, social responsibility);
- believe that all surveyed qualifications should become (much) more important, especially the qualification 'Work under time pressure' and the qualifications related to a consumer-orientation (e.g. recognize market opportunities, organise contributions from the public);
- are not optimistic about the future labour market, especially with regard to the chance that their students will be doing journalism at a start-up or new outlet.

13.8.1. Background variables

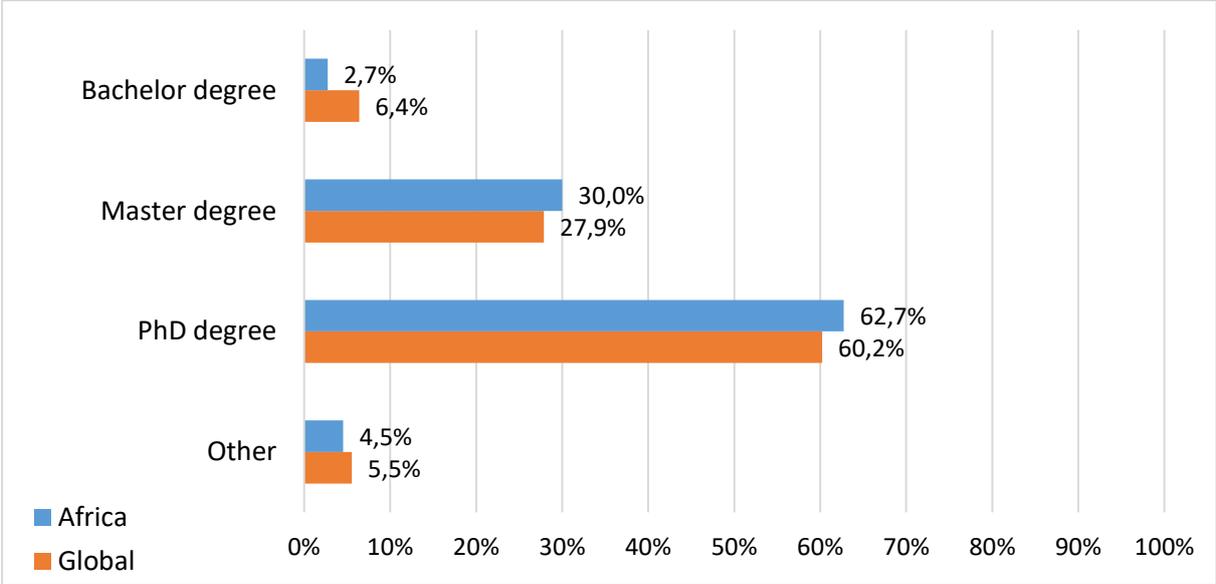
Gender



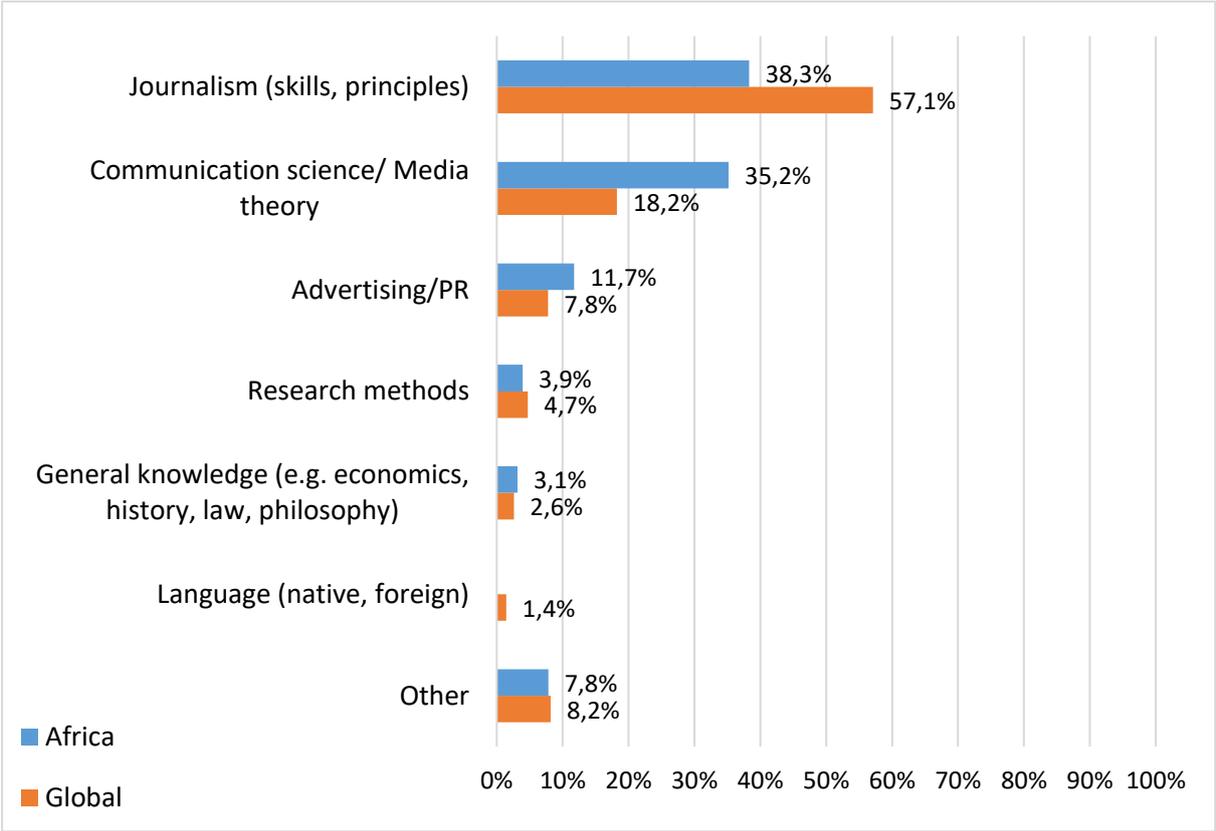
Age



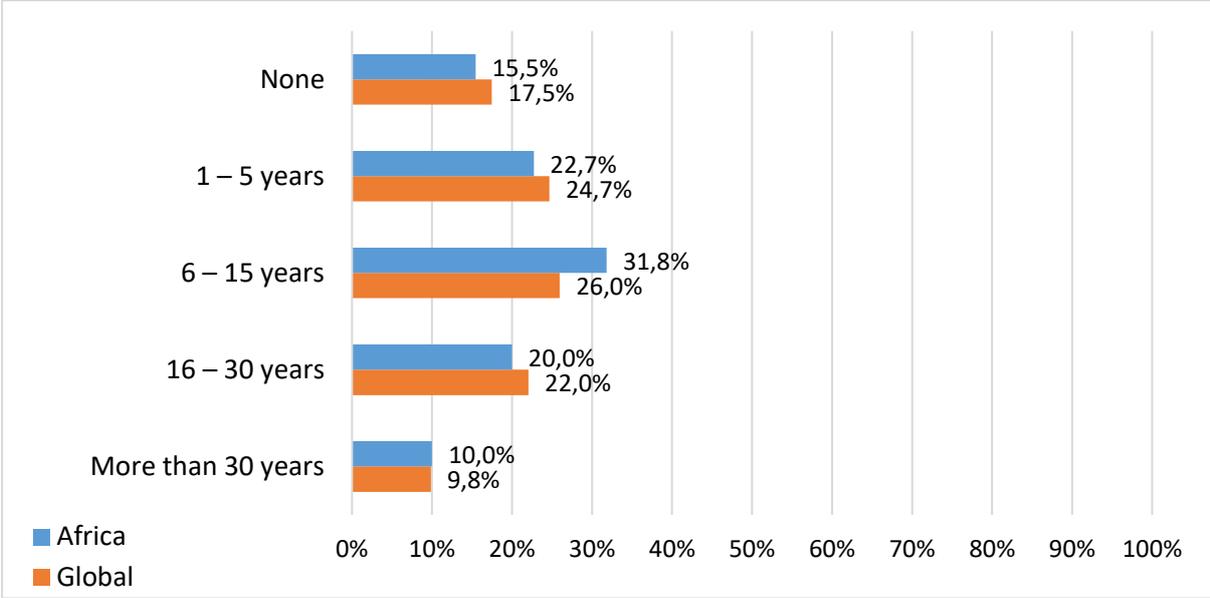
*Educational degree*



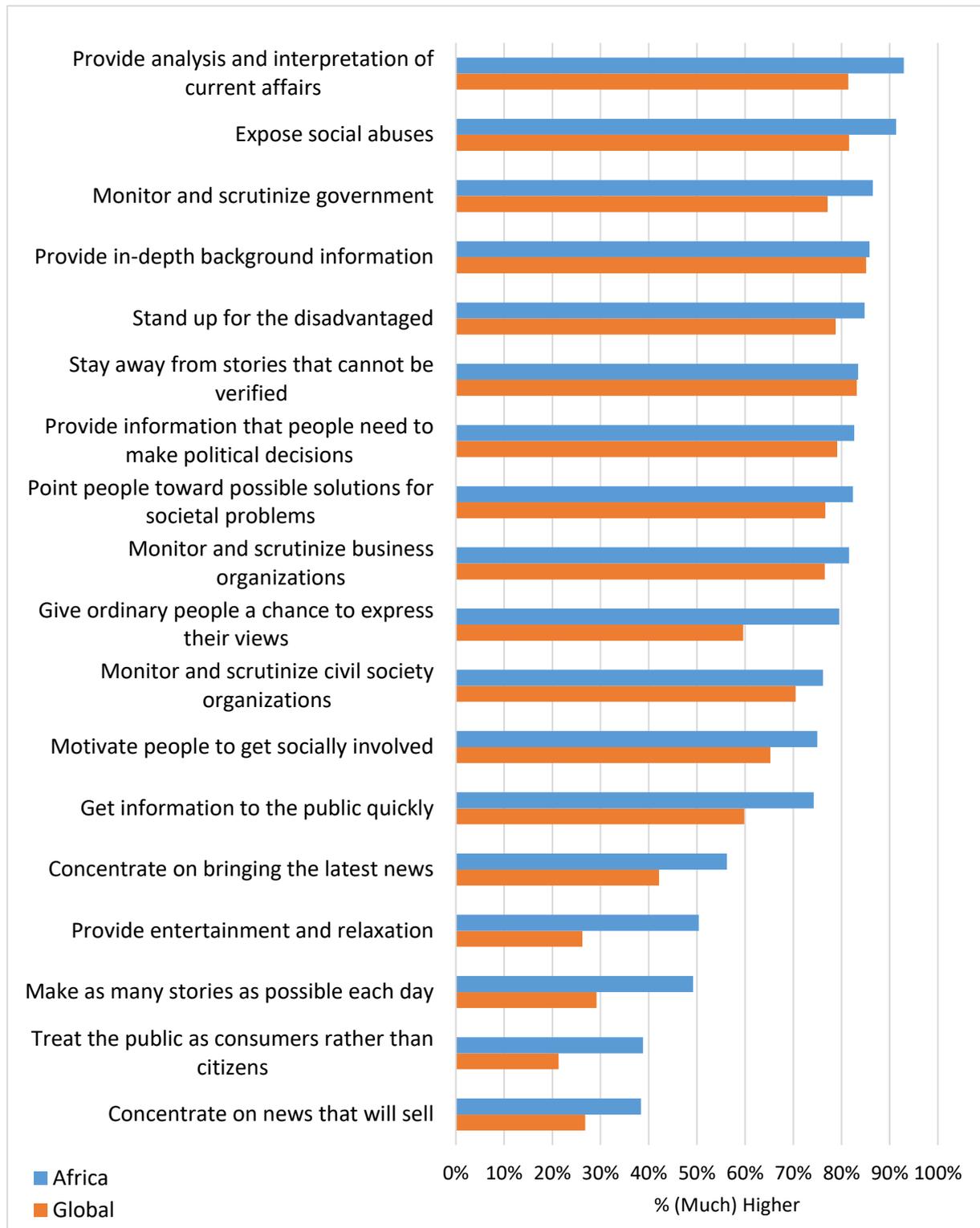
*Teaching subject*



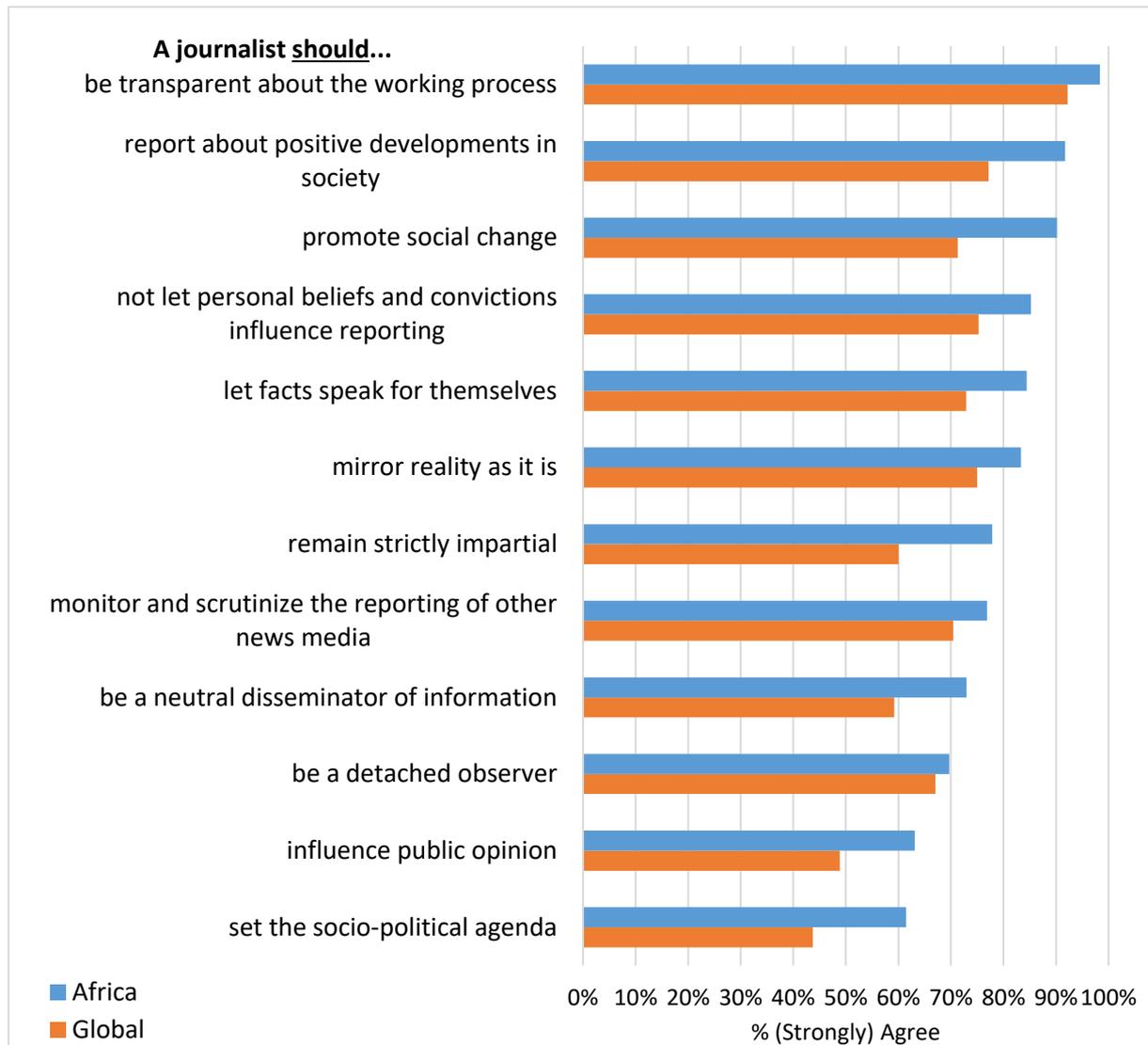
Practical experience



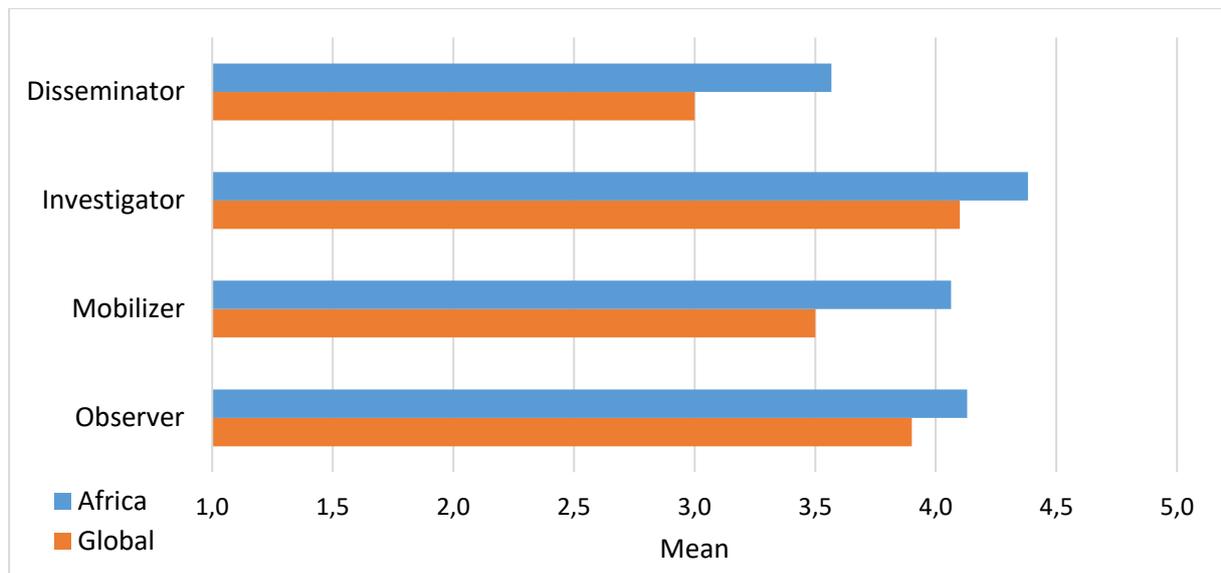
**13.8.2. Tasks**



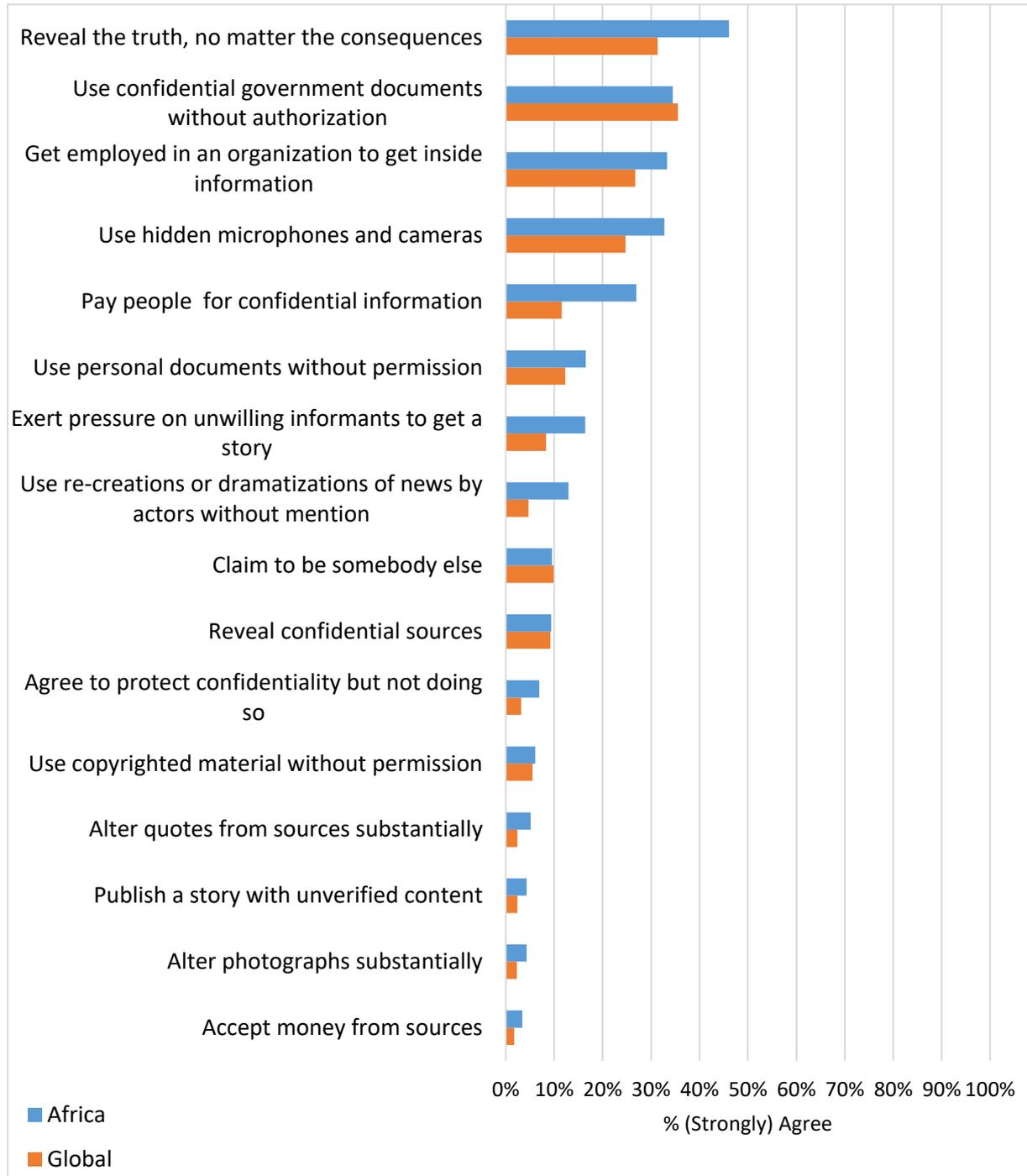
### 13.8.3. Attitudes



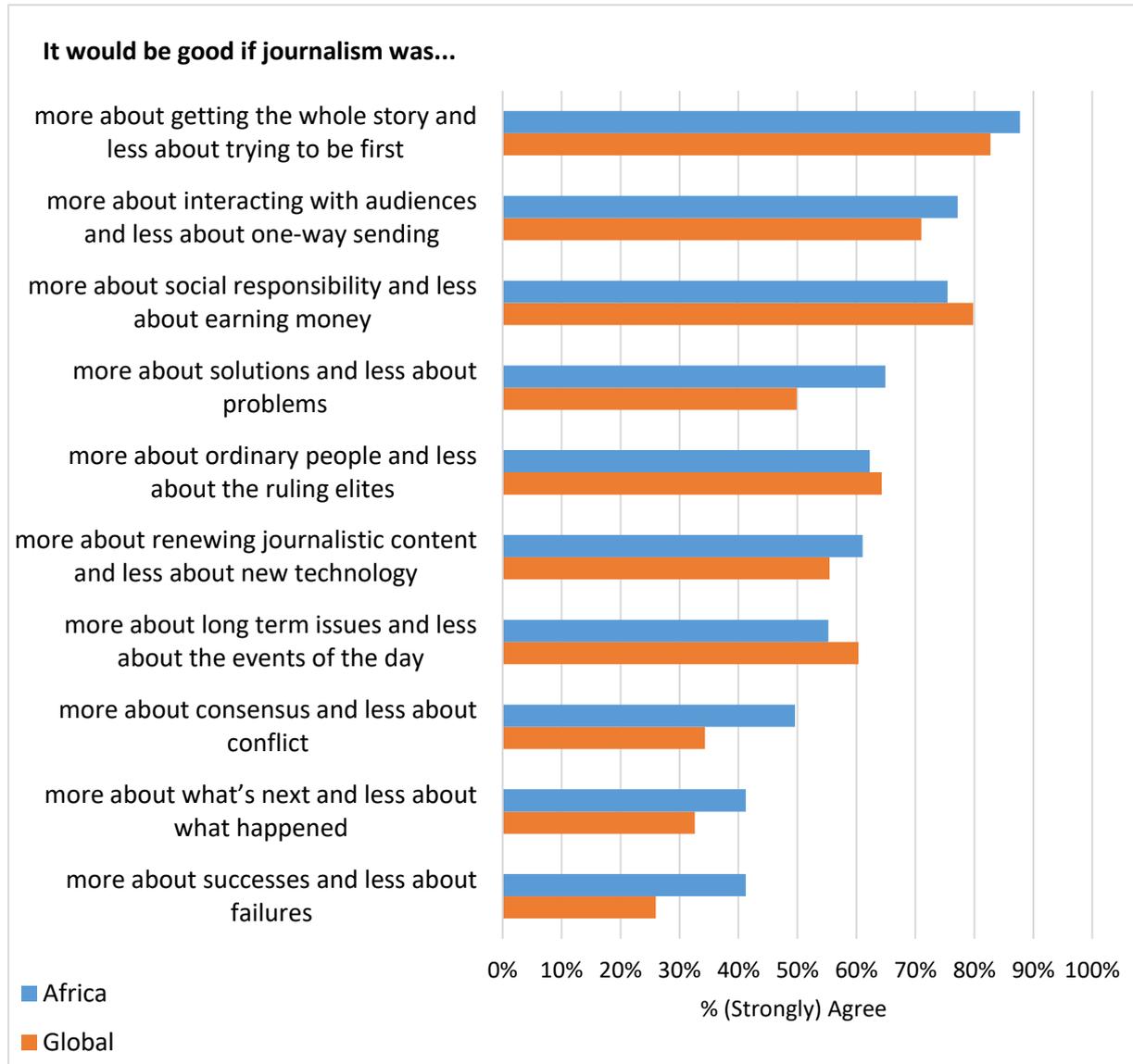
### 13.8.4. Role orientations



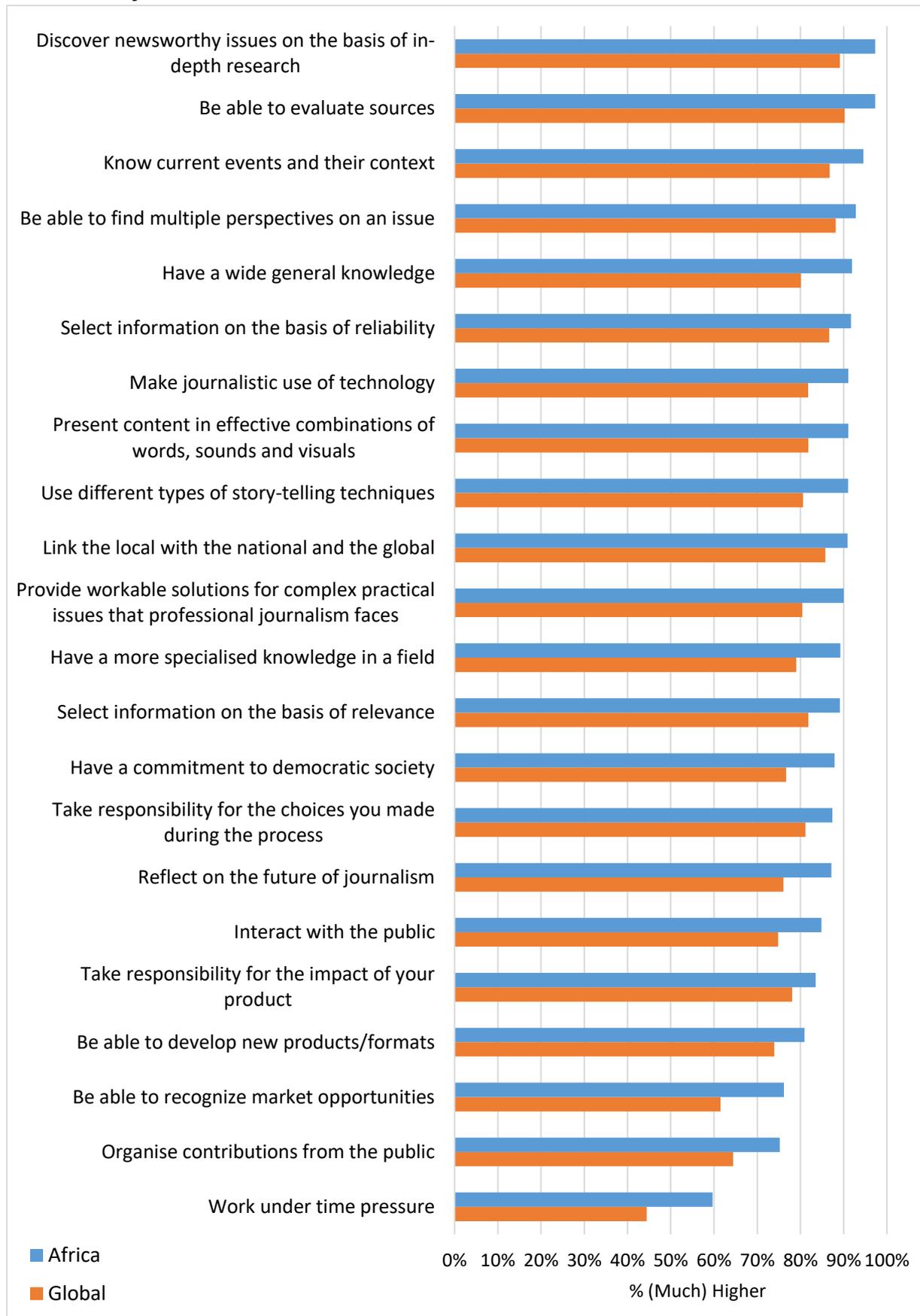
**13.8.5. Ethics**



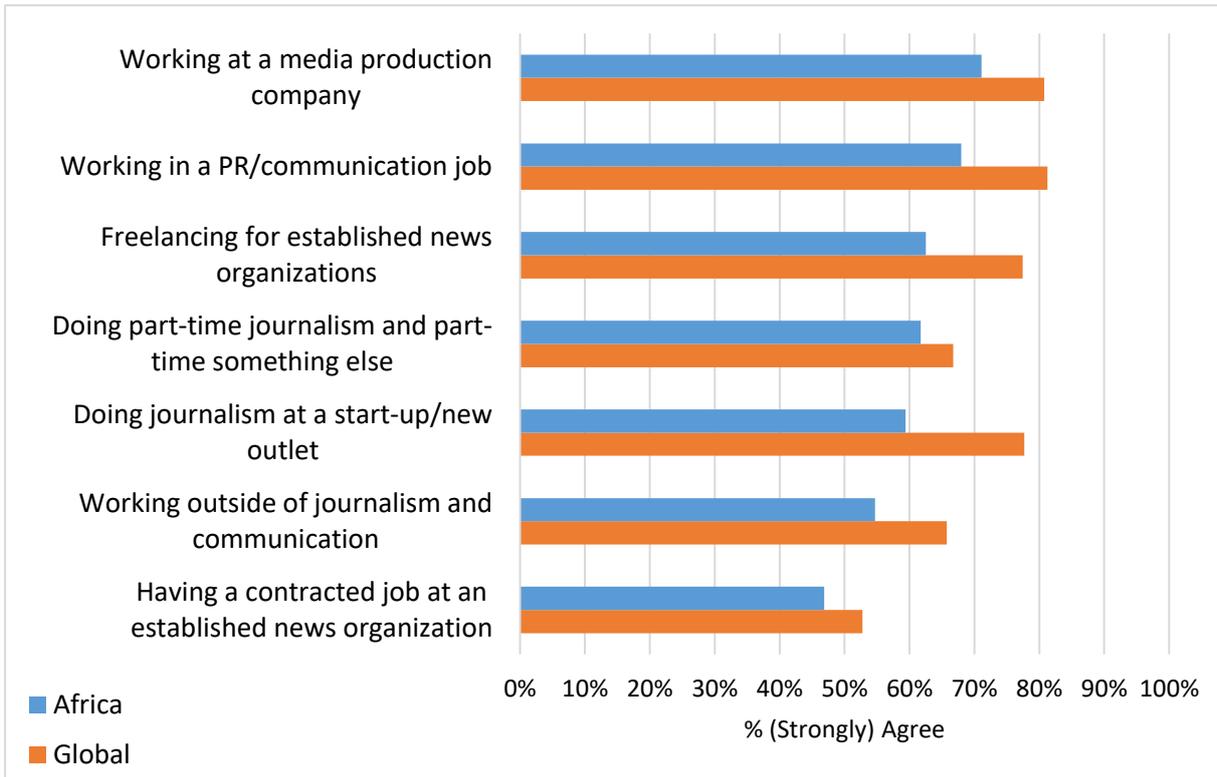
**13.8.6. Trends**



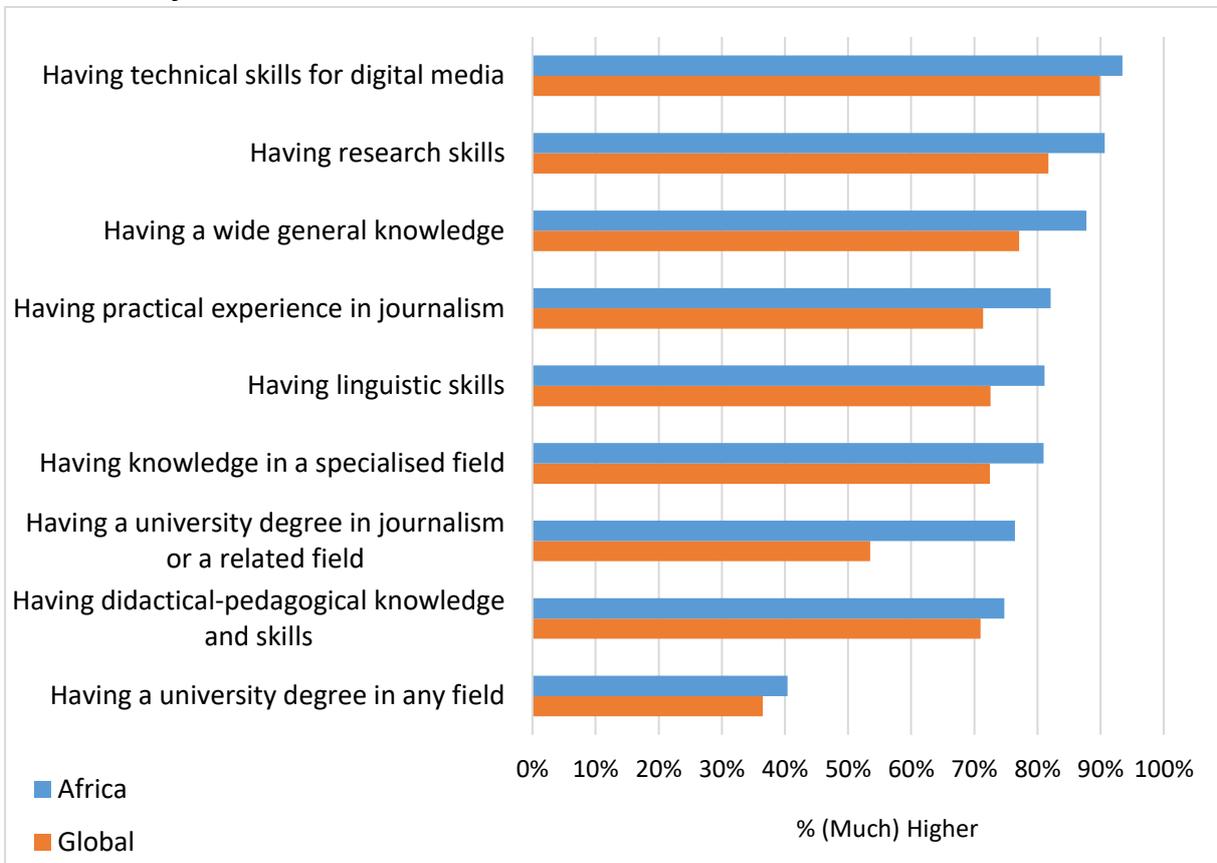
### 13.8.7. Qualifications Students



**13.8.8. Future Labour market**



**13.8.9. Qualifications Teachers**



#### 14. EPILOGUE: HOW JOURNALISM EDUCATORS AROUND THE GLOBE VIEW THE FUTURE OF JOURNALISM

The study of journalistic roles deals with a range of basic philosophical questions, which are linked to ontology (who are we, what should we do?), epistemology (what can we know?), deontology (how should we act?) and eschatology (where do we go, what can we expect?). In this research on the views of journalism *educators*, these philosophical questions have been translated into practical survey questions about journalistic tasks (ontology), about the attitudes towards reality/truth (epistemology), about ethics (deontology) and about views on the future directions of journalism (eschatology). These questions were supplemented with questions about future qualifications for journalism students, about the future labour market for journalism students and about future qualifications for journalism teachers.

The survey started with the knowledge that there are many differences around the world with regard to journalism, journalism education and its context. Countries and global regions have different cultures, different political systems, different media systems, different educational traditions, to mention just a few of the many differences. What kind of journalism or journalism education a society needs, is dependent on time and place. And, of course, of whom you ask. Despite all the global diversity, research within the group of professional *journalists*, has shown a rather broad normative consensus on journalism's place in society (Standaert et al., 2021). This has raised the question whether or not such a 'broad normative consensus' is shared by journalism *educators* too, as they shape the role conceptions and role enactments of future generations of journalists.

This research is done at an interesting moment in time. We are witnessing a more or less global change in the societal information and communication structure. For journalism this leads to a transition in the working context: from a mass media environment to a network environment (Drok, 2017). This transition is in full progress. It induces changes in the *means* of journalism – technological means as well as financial means. It will also lead to changes in the *goals* of journalism – its purpose and its roles. This offers new challenges and opportunities, but also threats.

The question 'what kind of journalism does our society need at this time in history' is relevant for all parts of the world, but not so often asked. Kovach and Rosenstiel rightfully suggest that we should put more effort into reconsidering and clarifying the societal role of journalism: "Journalism is facing a crisis of survival. And lack of clarity about the purpose of journalism lies at the center of that crisis" (2021, p. xi). The intermediary role of journalism in society – in between sources on one side and the public on the other – is becoming less dominant almost everywhere. Sources can more easily surpass journalism and communicate directly to the public. Journalists are no longer the classic gatekeeper that is deciding what's news. At the same time, audiences, aggregators, algorithms, and artificial intelligence are taking over especially the faster parts of journalism, pushing it into the direction of slower forms like in-depth research and investigative journalism, which often are clearly more expensive. This type

of development calls for a thorough reflection on the purpose and culture of future journalism.

Our research is meant to fuel such a reflection within the framework of the World Journalism Education Council. Professional culture has been at the heart of this research, aimed at clarifying the views of journalism educators on the most important elements of the culture of journalism: its roles, its values, and its qualifications. Journalism is in need of a public-oriented culture instead of a sender-oriented culture, based on an interactive infrastructure instead of a disseminative infrastructure. A public-oriented culture favours cooperation and dialogue over autonomy and detachment, a public-oriented culture favours transparency and diversity of perspectives over neutrality and objectivity and a public-oriented culture favours contextual and solution-focused journalism over immediacy and scoop-focused journalism.

For journalism education, the news industry as it is today can no longer serve as the indisputable point of reference for curriculum development. Journalism educators have to look beyond the status quo and develop a normative vision of the changing role of journalism in society. As Christians, Glasser, McQuail, Nordenstreng and White noted as early as in 2009: *“At issue is not only what is the role of journalism in society but above all what this role should be. Such a perspective of the media’s mission (...) leads us to a normative level – beyond factual landscapes toward values and objectives”* (p. vii).

Our research is focused on normative views of journalism educators and is done on the basis of a questionnaire that has been distributed in about 50 countries across the globe, from all continents. In total, over 2000 journalism educators around the globe started the questionnaire. After cleaning the data 1696 respondents remained. On the basis of their responses, a picture can be drawn of the average journalism educator:

The average educator

- is a little more often female than male,
- has an average age of 48 years,
- has a PhD degree,
- teaches Journalism (principles, skills) and
- has about 12 years of practical experience in journalism.

Naturally, there are many deviations from this average profile. In general, the results for China and Russia differ the most, with a higher share of female teachers, of younger teachers, of teachers with higher educational degrees, and – in the case of China – a clearly higher share of teachers of other subjects than Journalism, with far less practical experience in the field. Teachers in Oceania, on the other hand, are seldom teaching something else than Journalism and have the most practical experience. Furthermore, they belong to the oldest teachers in the world. As interesting as these differences in background characteristics may be, they do not seem to have a very strong impact on the views of teachers on roles, values, and

qualifications. This implies that possible differences in views are mainly caused by other factors, such as region.

The first issue on which the educators were asked to give their view has been the future importance of a range of journalistic tasks. The highest level of importance is attached to tasks that have to do with the analytical and investigative function of journalism, such as providing in-depth background information, exposing social abuses, or promoting analysis of current affairs. The lowest level of importance is attached to tasks that are related to a commercial or consumerist orientation towards journalism, such as providing entertainment or concentrating on news that will sell. There is a high level of consensus between the distinguished regions about both ends of the list, top and bottom. Naturally, there are differences too. The most striking difference between the regions is about monitoring and scrutinizing government: Russia, China and Nordic Europe have this task on a clearly lower position than North and South America, Oceania and Africa.

With regard to the second major issue – attitudes – teachers around the globe hold mixed views. Perhaps the most striking outcome is the overall strong support for transparency. This item has the number 1 ranking in all regions, except China. There are several interesting regional differences. In the global South, for instance, journalism educators give relatively strong support to promoting social change. Reporting about positive developments is a top 3 item almost everywhere, but gets little support in Russia and China. The general picture is that the vast majority of journalism educators around the globe believe that journalists should be objective, in the sense that they should always respect the facts. This does not automatically imply that a journalist should be neutral, but they should be transparent about the many choices they make during the production process.

In our research, both journalistic tasks and attitudes are the raw material for the construction of journalistic roles. With the help of literature on the values of journalism, four dimensions for categorizing journalistic roles are distinguished: Audience, Power, Time, Reality. On the basis of these four dimensions, eight positions were introduced and used as building blocks for the construction of journalistic roles as well as for the scales to enable their measurement. This procedure resulted in four roles: Disseminator, Investigator, Mobilizer, and Observer.

The first two are primarily oriented towards the issue of what a journalist should do. The principal distinction between these two roles is a focus on the latest news (Disseminator) versus a focus on context (Investigator). The third and fourth roles – Mobilizer and Observer – are primarily oriented towards the issue of how a journalist should relate to (social) reality. The principal distinction between these two roles is a focus on being a mirror (Observer) or a mover (Mobilizer). For each of the roles, a scale with satisfying scale reliability has been constructed.

Overall, journalism educators around the world do not believe that the Disseminator role should gain much importance. This is especially the case in the classical ‘Western’ regions of the world, such as America, Europe, Oceania. The Investigator role clearly gets more support. This counts for all global regions, but the strongest for – again – the ‘Western’ regions. In

general, there is a relatively strong adherence to the Observer role across the world, especially in the 'West'. The desired future importance for the Mobilizer role is in general moderate, but relatively high in Russia and South America, and relatively low in North America and Oceania.

It is not possible to explain the deeper causes for these differences on the basis of this study. It became clear that it is not very likely that these differences are caused by differences in the background variables (gender, age, educational degree, teaching subject). Instead, it seems more plausible that the regional differences are influenced by differences in the socio-political circumstances and the resulting media systems of these regions. This connects to the outcomes of Hanitzsch et al. (2019, p288) who concluded on the basis of the views of journalists themselves that it seems that one of the key patterns seems is distinction along major political and socio-economic factors. Next to the many similarities with regard to the views of journalism educators from different global regions, there is also still a classical distinction between the 'West and the rest'.

Regarding ethics, journalism educators around the globe are very critical about most of the presented disputable journalistic practices, given the context of 'an assignment about an important economic topic'. Most of the practices were viewed as unacceptable by a clear majority of the respondents. Nevertheless, there are some interesting differences in the ranking by region. In most cases, Russia and China are involved: teachers in these two regions find using (government or personal) documents without permission clearly less acceptable and paying sources for information more acceptable. Looking at the outcomes through the eyelashes, it seems that deceiving sources is believed to be more acceptable than deceiving the public, for instance by altering photos substantially or by publishing a story with unverified content. In other words: journalism educators in general find disputable practices to be more acceptable in the process of *gathering* information from sources than in the process of *presenting* information to the public.

Against the background of the transition that was described in chapter 2 – from a mass media environment to a network environment – we have identified ten directions in which journalism might evolve in the next decade(s). These developments were not formulated in terms of only "more", but included a kind of dilemma or zero-sum game: more of this AND less of that. The objective was to make it a little less obvious or easy to simply agree with a certain statement. Despite all differences in political and socio-economic conditions, in media systems, and in educational policies, journalism educators seem to agree about the direction in which professional journalism should evolve. The outcomes show that journalism educators favor a slower form of journalism with a focus on social responsibility. Correlation figures confirmed that this direction has particularly strong links with the Investigator role.

The view that especially the Investigator role should become more important is also reflected in the assessment of a selection of qualifications for students. At the top of the list are qualifications about evaluating sources, doing in-depth research and including multiple

perspectives. These are strongly linked to the Investigator role; with high correlation figures. At the bottom of the list, we find qualifications that have to do with working fast and with recognizing market opportunities. As could be expected, these are strongly linked to the Disseminator role. These outcomes are barely influenced by global region: despite several differences in the ranking of the qualifications, the top and the bottom on the ranking are as good as the same in every region. This corroborates the finding about trends in journalism: journalism educators in every part of the world are educated to ascribe more importance to social responsibility and getting the whole story and less to trying to be first and earning money.

As was stated several times before, there are many differences within the global field of journalism education. These differences often have their origin in differences in the surrounding culture and traditions, in media systems, in beliefs about the role of the state or the market, and in views about the future role of professional journalism in society. Still, in this research on the views of journalism educators around the world, we have regularly found quite high levels of consensus. It seems that journalism educators to a rather large extent share views about what journalism should do, in which direction it should evolve, and what should be the priorities in future teaching. Of course, there are also many differences, mostly not on the basis of standard background characteristics, but on the basis of region. For instance with regard to the relative importance of the four distinguished roles – Disseminator, Investigator, Mobilizer, Observer – a classical East versus West distinction popped up. Nevertheless, a clear majority of journalism educators from all regions believe professional journalism should move further into the direction of what the Investigator role stands for.

Taken together, the many outcomes of this research paint a complicated but interesting picture of the views of journalism teachers across the world on journalistic roles, values, and qualifications. Of course, we do not know to which extent the views of teachers are really being translated into actual teaching. Not only because there can be a gap between ideals and practice, but also because teachers are not the only ones that have a say in what is taught. Still, in the process of renewing journalism, education plays a crucial role. The results of this research can fuel the worldwide discussion among journalism teachers about high-quality journalism education and the direction in which it should evolve.



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## APPENDICES

### I. Questionnaire



*Journalistic Roles, Values and Qualifications in the 21st Century;  
How journalism educators across the globe view the future of a profession in transition*

#### 1. Where is your institute located?

1. AUSTRALIA	
2. BRASIL	
3. CANADA	Follow-up question
4. CHINA	
5. NEW ZEALAND	
6. NIGERIA	
7. RUSSIA	
8. SOUTH AFRICA	
9. USA	
10. ASIA Pacific	Follow-up question
11. EUROPE Nordic Countries	Follow-up question
12. FRENCH SPEAKING COUNTRIES	Follow-up question
13. Other (Non-USA members AEJMC only), please specify	

#### If 3, CANADA:

##### a. In what region of the country is your institute located?

Western Canada (BC, Alberta, Saskatchewan, Manitoba)
Central and Northern Canada (Ontario, Quebec, Yukon, NWT, Nunavut)
Atlantic Canada (New Brunswick, Newfoundland and Labrador, Nova Scotia, PEI)

##### b. In what type of institution do you mostly teach?

College
University

#### If 10, ASIA Pacific: In which country is your institute located?

Bangladesh
Bhutan
Cambodia
Indonesia
Malaysia

Myanmar
Philippines
Solomon Islands
Sri Lanka
Taiwan
Thailand
Vietnam

**If 11, EUROPE Nordic Countries: In which country is your institute located?**

Denmark/Greenland
Finland
Iceland
Norway
Sweden

**If 12, FRENCH SPEAKING COUNTRIES: In which country is your institute located?**

Cameroun
Côte d'Ivoire
Madagascar
Maroc
Tunisie
Canada
Belgique
Bulgarie
France
Roumanie
Suède
Suisse

**2. What subject do you teach mainly (choose only one)?**

- Journalism (skills, principles)
- Communication science/ Media theory
- Language (native, foreign)
- General knowledge (e.g. economics, history, law, philosophy)
- Research methods
- Advertising/PR
- Other (please specify)

**3. Are you working full-time or part-time?**

- Full-time
- Part-time
  - 1 – 20%
  - 21 – 40%
  - 41 – 60%
  - 61 – 80%
  - 81 – 100%

We now would like to know your view on the future importance of a number of tasks that professional journalists perform. We are interested in what you wish for, in what you think should happen.

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

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

a. Get information to the public quickly	5	4	3	2	1	9
b. Stay away from stories that cannot be verified	5	4	3	2	1	9
c. Monitor and scrutinize government	5	4	3	2	1	9
d. Stand up for the disadvantaged	5	4	3	2	1	9
e. Provide entertainment and relaxation	5	4	3	2	1	9
f. Expose social abuses	5	4	3	2	1	9
g. Make each day as many stories as possible	5	4	3	2	1	9
h. Provide analysis and interpretation of current affairs	5	4	3	2	1	9
i. Monitor and scrutinize business organisations	5	4	3	2	1	9
j. Give ordinary people a chance to express their views	5	4	3	2	1	9
k. Concentrate on news that will sell	5	4	3	2	1	9
l. Provide information that people need to make political decisions	5	4	3	2	1	9
m. Concentrate on bringing the latest news	5	4	3	2	1	9
n. Provide in-depth background information	5	4	3	2	1	9
o. Monitor and scrutinize civil society organisations	5	4	3	2	1	9
p. Motivate people to get socially involved	5	4	3	2	1	9
q. Treat the public as consumers rather than citizens	5	4	3	2	1	9
r. Point people toward possible solutions for societal problems	5	4	3	2	1	9

**5. Do you have any comments on the previous questions (question number 5)?**

- No
- Yes (Please specify)

The following question is about the position of journalists in society ('neutrality') and with regard to reality/truth ('objectivity'). Answering categories are:

5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree 9 Don't know

**6. A journalist should....**

a. be a detached observer	5	4	3	2	1	9
b. promote social change	5	4	3	2	1	9
c. remain strictly impartial	5	4	3	2	1	9
d. influence public opinion	5	4	3	2	1	9
e. be a neutral disseminator of information	5	4	3	2	1	9
f. set the socio-political agenda	5	4	3	2	1	9
g. mirror reality as it is	5	4	3	2	1	9
h. report about positive developments in society	5	4	3	2	1	9
i. <u>not</u> let personal beliefs and convictions influence reporting	5	4	3	2	1	9
j. be transparent about the working process	5	4	3	2	1	9
k. let facts speak for themselves	5	4	3	2	1	9
l. monitor and scrutinize the reporting of other news media	5	4	3	2	1	9

**7. Do you have any comments on the previous questions (question number 7)?**

- No
- Yes (Please specify)

The following question is about professional ethics. Consider an assignment about an important economic topic given to a journalist. We would like to know whether or not you find that certain practices are acceptable.

**8. The following practice is acceptable in case of an important economic topic.**

5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree 9 Don't know

a. Reveal confidential sources	5 4 3 2 1 9
b. Claim to be somebody else	5 4 3 2 1 9
c. Use hidden microphones and cameras	5 4 3 2 1 9
d. Pay people for confidential information	5 4 3 2 1 9
e. Get employed in an organization to get inside information	5 4 3 2 1 9
f. Use confidential government documents without authorization	5 4 3 2 1 9
g. Use personal documents without permission	5 4 3 2 1 9
h. Exert pressure on unwilling informants to get a story	5 4 3 2 1 9
i. Agree to protect confidentiality but not doing so.	5 4 3 2 1 9
j. Use re-creations or dramatizations of news by actors without mention	5 4 3 2 1 9
k. Publish a story with unverified content	5 4 3 2 1 9
l. Accept money from sources	5 4 3 2 1 9
m. Alter photographs substantially	5 4 3 2 1 9
n. Alter quotes from sources substantially	5 4 3 2 1 9
o. Use copyrighted material without permission	5 4 3 2 1 9
p. Reveal the truth, no matter the consequences	5 4 3 2 1 9

**9. Do you have any comments on the previous question (question number 9)?**

- No
- Yes (Please specify)

In several countries there are or have been discussions about whether or not professional journalism should be “redefined” in the 21<sup>st</sup> century. Below you will find 10 statements about the direction in which journalism might evolve. Please indicate to what extent you agree with those statements.

5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree 9 Don't know

**10. In my view, it would be good if journalism was...**

a. more about <i>social responsibility</i> and less about <i>earning money</i>	5 4 3 2 1 9
b. more about <i>ordinary people</i> and less about the <i>ruling elites</i>	5 4 3 2 1 9
c. more about <i>long term issues</i> and less about the <i>events of the day</i>	5 4 3 2 1 9
d. more about <i>solutions</i> and less about <i>problems</i>	5 4 3 2 1 9
e. more about <i>consensus</i> and less about <i>conflict</i>	5 4 3 2 1 9
f. more about <i>what's next</i> and less about <i>what happened</i>	5 4 3 2 1 9
g. more about <i>interacting</i> with audiences and less about one-way <i>sending</i>	5 4 3 2 1 9
h. more about <i>getting the whole story</i> and less about <i>trying to be first</i>	5 4 3 2 1 9
i. more about <i>successes</i> and less about <i>failures</i>	5 4 3 2 1 9
j. more about <i>renewing journalistic content</i> and less about <i>new technology</i>	5 4 3 2 1 9

**11. Do you have any comments on the previous question (question number 11)?**

- No
- Yes (Please specify)

The following question is about qualifications for (beginning) journalists. There are many qualifications that are important for journalism education. We would like to know your view on the future importance of the following qualifications. We are interested in what you wish for, in what you think should happen.

**12. Compared to today, in the next ten years the importance of the following qualifications for professional journalists should become:**

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

a. have a commitment to democratic society	5	4	3	2	1	9
b. link the local with the national and the global	5	4	3	2	1	9
c. know current events and their context	5	4	3	2	1	9
d. discover newsworthy issues on the basis of in-depth research	5	4	3	2	1	9
e. work under time pressure	5	4	3	2	1	9
f. organize contributions from the public	5	4	3	2	1	9
g. have a wide general knowledge	5	4	3	2	1	9
h. have a more specialized knowledge in a field	5	4	3	2	1	9
i. be able to find multiple perspectives on an issue	5	4	3	2	1	9
j. be able to evaluate sources	5	4	3	2	1	9
k. interact with the public	5	4	3	2	1	9
l. select information on the basis of reliability	5	4	3	2	1	9
m. select information on the basis of relevance	5	4	3	2	1	9

n. use different types of story-telling techniques	5 4 3 2 1 9
o. make journalistic use of technology	5 4 3 2 1 9
p. present content in effective combinations of words, sounds and visuals	5 4 3 2 1 9
q. take responsibility for the choices you made during the process	5 4 3 2 1 9
r. take responsibility for the impact of your product	5 4 3 2 1 9
s. be able to recognize market opportunities	5 4 3 2 1 9
t. be able to develop new products/formats	5 4 3 2 1 9
u. reflect on the future of journalism	5 4 3 2 1 9
v. provide workable solutions for complex practical issues that face professional journalism	5 4 3 2 1 9

**13. Do you have any comments on the previous question (question number 13)?**

- No
- Yes (Please specify)

We have one question about your view on the future labour market for your students.

**14. To what extent do you agree that your current students will be working in following positions within the next 10 years?**

5 Strongly Agree 4 Agree 3 Neutral 2 Disagree 1 Strongly Disagree 9 Don't know

a. A contracted job at an established news organization	5 9	4	3	2	1
b. Freelancing for established news organizations	5 9	4	3	2	1
c. Doing journalism at a start-up/new outlet	5 9	4	3	2	1
d. Working at a media production company	5 9	4	3	2	1
e. Doing part-time journalism and part-time something else	5 9	4	3	2	1
f. Working in a PR/communication job	5 9	4	3	2	1
g. Working outside of journalism and communication	5 9	4	3	2	1
h. Something else? Please, specify briefly. <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>	5 9	4	3	2	1

Finally, we would like to get more insight in some characteristics of journalism teachers around the globe.

**15. What is your sex:**

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

**16. What is your age:**

- 20 – 29
- 30 – 39
- 40 – 49
- 50 – 59
- 60 – 69
- Older

**17. What is your highest educational degree?**

- Primary school
- Secondary school
- Bachelor degree
- Master degree
- PhD degree
- Other, please specify:

**18. How many years of practical experience do you have working as a journalist?**

- None
- 1 – 5
- 6 – 15
- 16 – 30
- More than 30

**19. In the next ten years, for journalism teachers the importance of the following qualifications should become:**

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

a. Having practical experience in journalism	5 9	4	3	2	1
b. Having a university degree in journalism or a related field	5 9	4	3	2	1
c. Having a university degree in any field	5 9	4	3	2	1
d. Having didactical-pedagogical knowledge and skills	5 9	4	3	2	1
e. Having a wide general knowledge	5 9	4	3	2	1
f. Having knowledge in a specialized field	5 9	4	3	2	1
g. Having research skills	5 9	4	3	2	1
h. Having linguistic skills	5 9	4	3	2	1
i. Having technical skills for digital media	5 9	4	3	2	1
j. Something else? Please, specify briefly  <input type="text"/>	5 9	4	3	2	1

**Thank you very much for your cooperation !**



## II. Cross-relations background variables

### *Gender*<sup>30</sup>

#### *Gender – Age*

Age group	Male	Female	Total
20 - 39 years	22,9%	29,6%	26,4%
40 - 49 years	27,8%	31,4%	29,7%
50 - 59 years	27,8%	25,1%	26,4%
60 years and older	21,5%	13,9%	17,5%

Chi<sup>2</sup> = 21.25, *p* = .000

Female teachers are in general younger than male teachers

#### *Gender – Educational Degree*

Educational degree <sup>31</sup>	Male	Female	Total
Bachelor degree	7,2%	6,4%	6,8%
Master degree	31,4%	27,1%	29,1%
PhD degree	61,4%	66,5%	64,1%

Not significant (*p* > .000)

#### *Gender – Teaching subject*

Teaching subject	Male	Female	Total
Journalism	60,2%	56,7%	58,3%
Advertising/PR	6,6%	8,4%	7,5%
Other	33,2%	34,9%	34,1%

Not significant (*p* > .000)

#### *Gender - Practical experience*

Practical experience	Male	Female	Total
less than 6 years	36,7%	47,2%	42,3%
6 - 15 years	28,4%	23,9%	26,0%
more than 15 years	34,9%	28,9%	31,7%

Chi<sup>2</sup> = 16.86, *p* = .000

Female teachers have less experience than male teachers.

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<sup>30</sup> Due to the low *N*, the answer options 'Non-binary' and 'Prefer not to answer' are excluded from the analysis.

<sup>31</sup> Due to the low *N*, the answer option 'Other degree' is excluded from the analysis.

## Age

### Age - Educational degree

Educational degree	20 - 39 years	40 - 49 years	50 - 59 years	60 years and older	Total
Bachelor degree	6,5%	5,0%	8,6%	7,5%	6,8%
Master degree	35,9%	30,1%	27,6%	21,6%	29,5%
PhD degree	57,6%	64,9%	63,8%	71,0%	63,7%

Not significant ( $p>.000$ )

### Age – Teaching subject

Teaching subject	20 - 39 years	40 - 49 years	50 - 59 years	60 years and older	Total
Journalism	53,6%	56,5%	62,0%	61,9%	58,1%
Advertising/PR	9,1%	8,4%	7,2%	3,7%	7,4%
Other	37,3%	35,2%	30,8%	34,4%	34,4%

Not significant ( $p>.000$ )

### Age – Practical experience

Practical experience	20 - 39 years	40 - 49 years	50 - 59 years	60 years and older	Total
less than 6 years	62,2%	48,1%	28,5%	22,2%	42,1%
6 - 15 years	33,8%	27,3%	20,3%	20,4%	26,0%
more than 15 years	4,0%	24,6%	51,1%	57,4%	31,9%

$\text{Chi}^2 = 312.32, p=.000$

The older, the more practical experience.

## Educational degree

### Educational degree – Teaching subject

Teaching subject	Bachelor degree	Master degree	PhD degree	Total
Journalism	80,6%	65,3%	52,1%	57,9%
Advertising/PR	8,2%	6,3%	8,1%	7,4%
Other	11,2%	28,3%	39,8%	34,4%

$\text{Chi}^2 = 48.00, p=.000$

People who teach journalism are lower educated than people who teach another subject.

*Educational degree – practical experience*

Practical experience	Bachelor degree	Master degree	PhD degree	Total
less than 6 years	29,6%	37,0%	47,6%	43,2%
6 - 15 years	18,4%	26,2%	26,0%	25,6%
more than 15 years	52,0%	36,8%	26,4%	31,2%

Chi<sup>2</sup> = 38.77, p=.000

The less practical experience, the higher educated.

**Teaching subject**

Teaching subject – practical experience

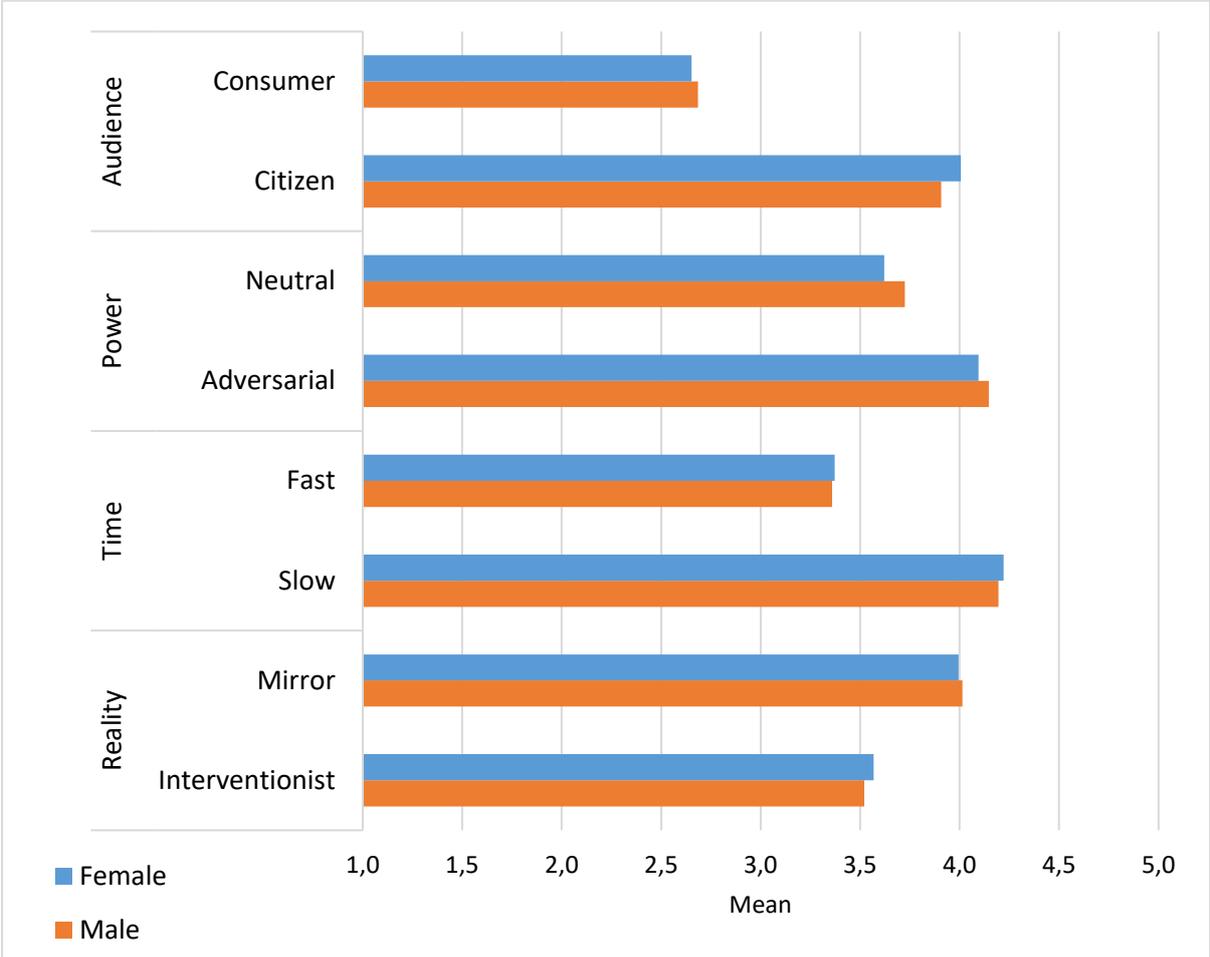
Teaching subject	less than 6 years	6 - 15 years	more than 15 years	Total
Journalism	36,5%	70,6%	76,5%	58,1%
Advertising/PR	10,4%	7,5%	3,5%	7,4%
Other	53,1%	21,9%	20,0%	34,4%

Chi<sup>2</sup> = 221.64, p=.000

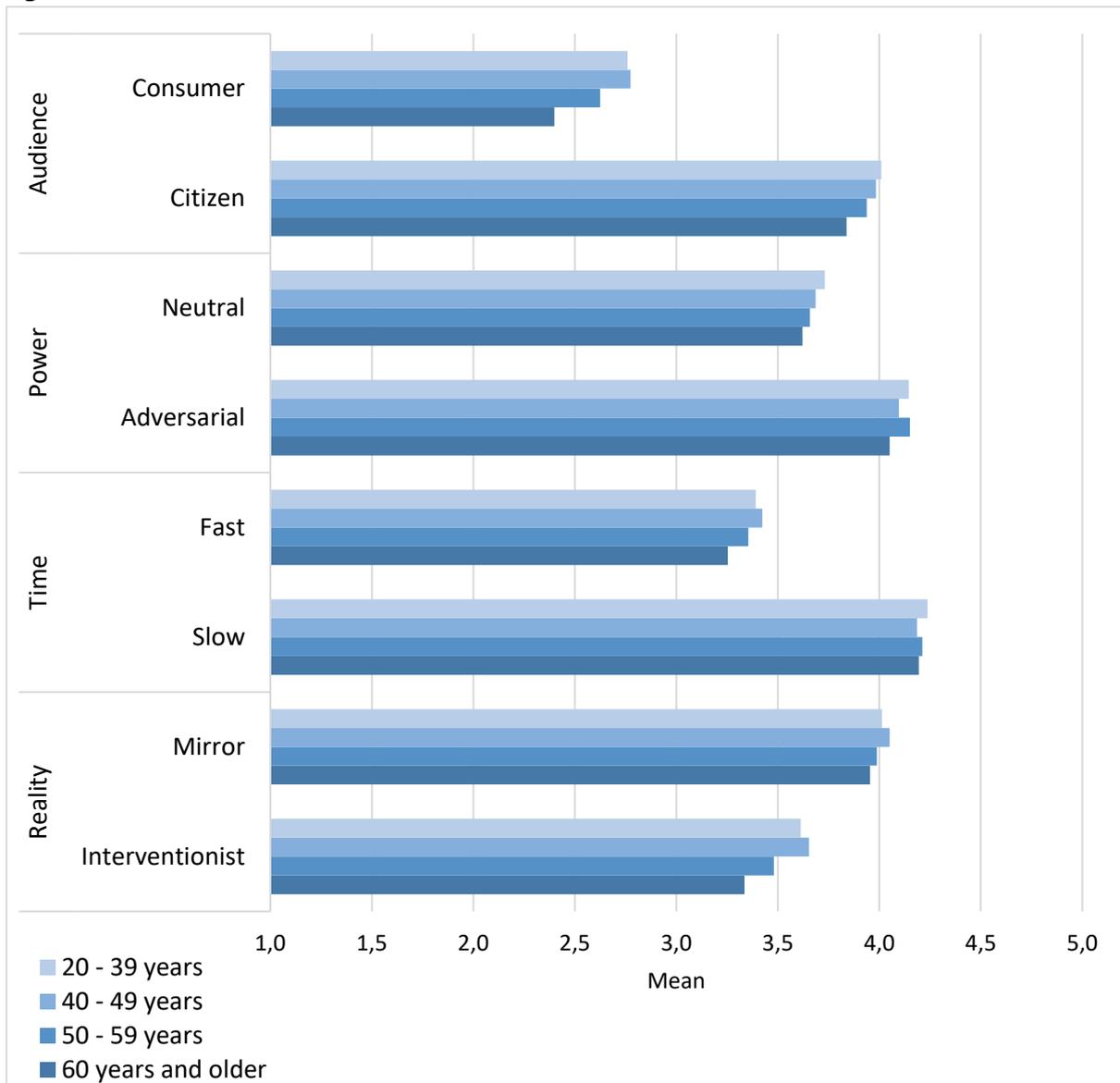
People with more practical experience as a journalist, teach more often journalism.

III. Positions by background variables

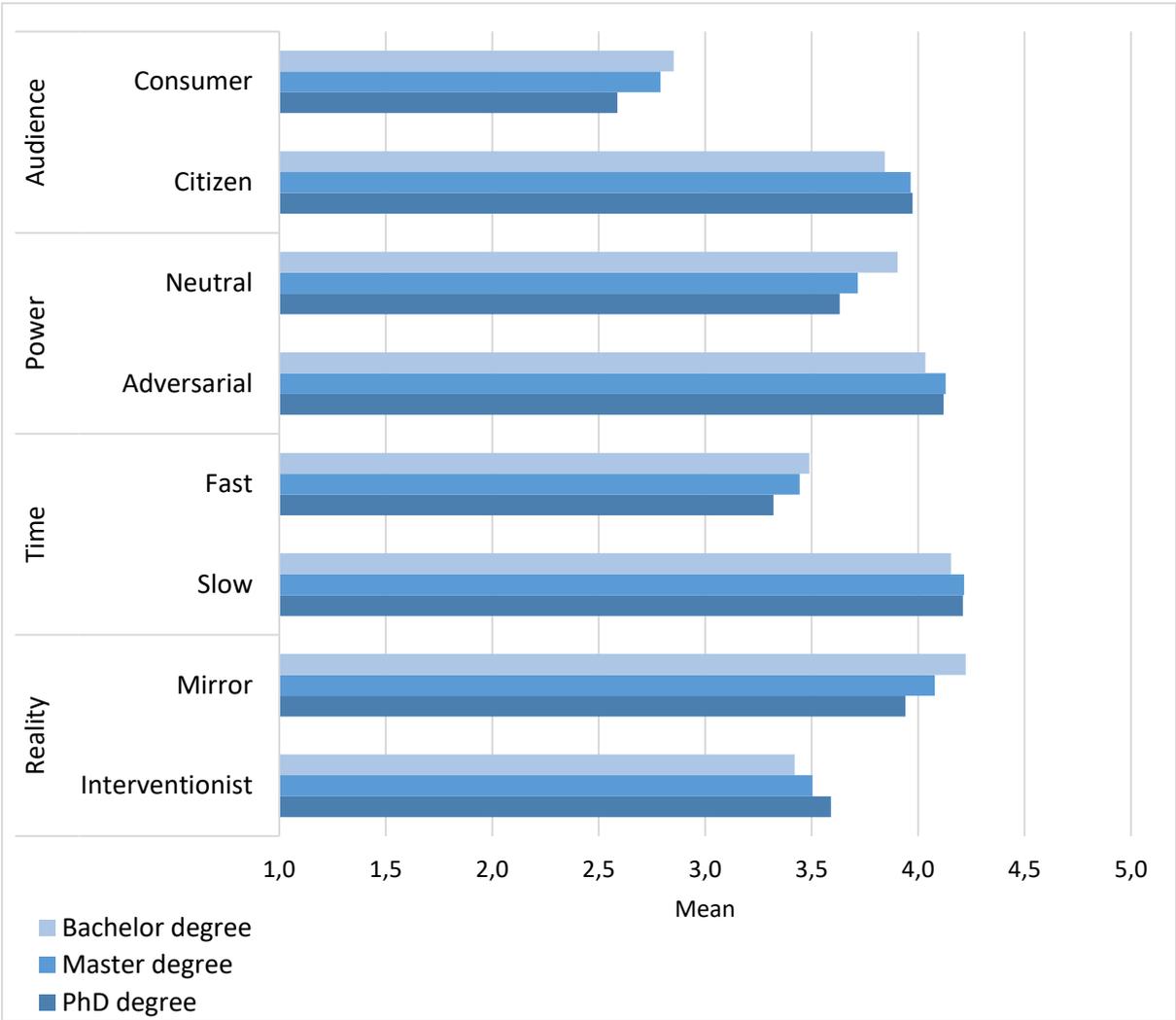
Gender



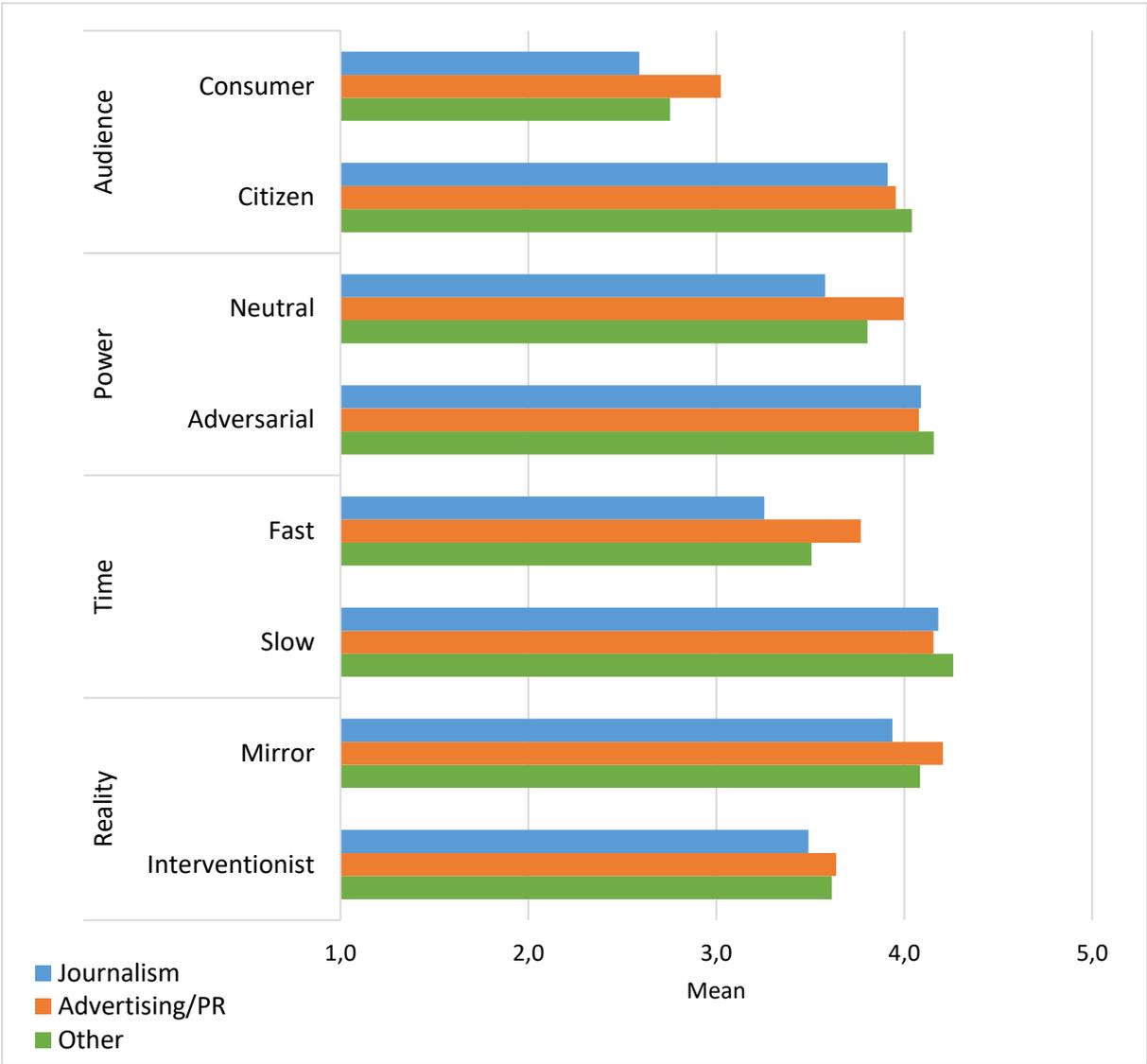
## Age



**Educational degree**

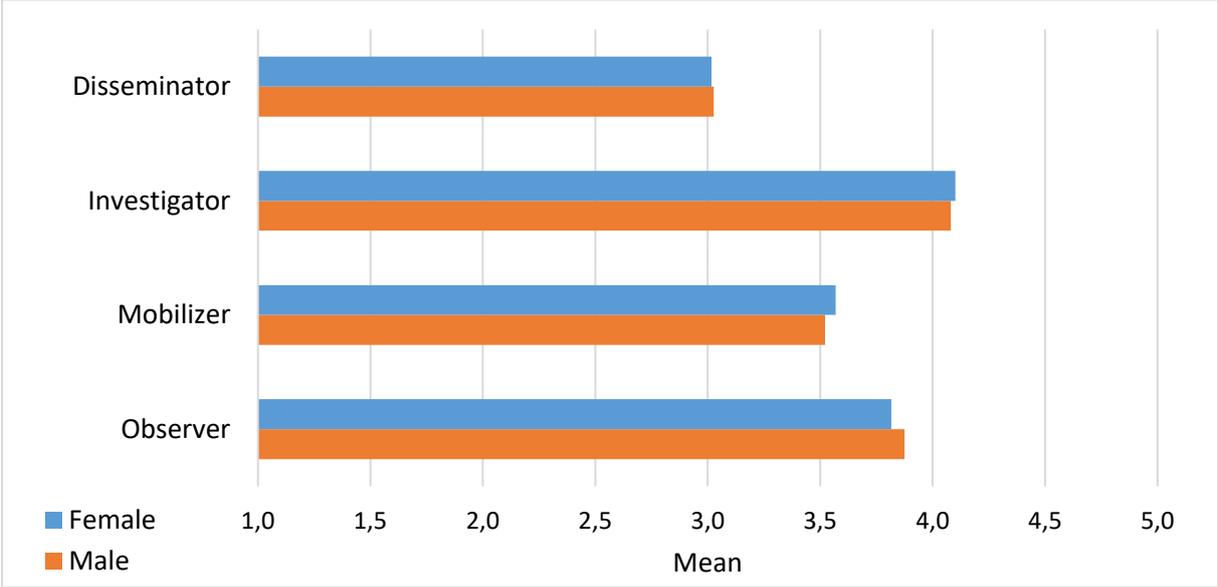


**Teaching subject**

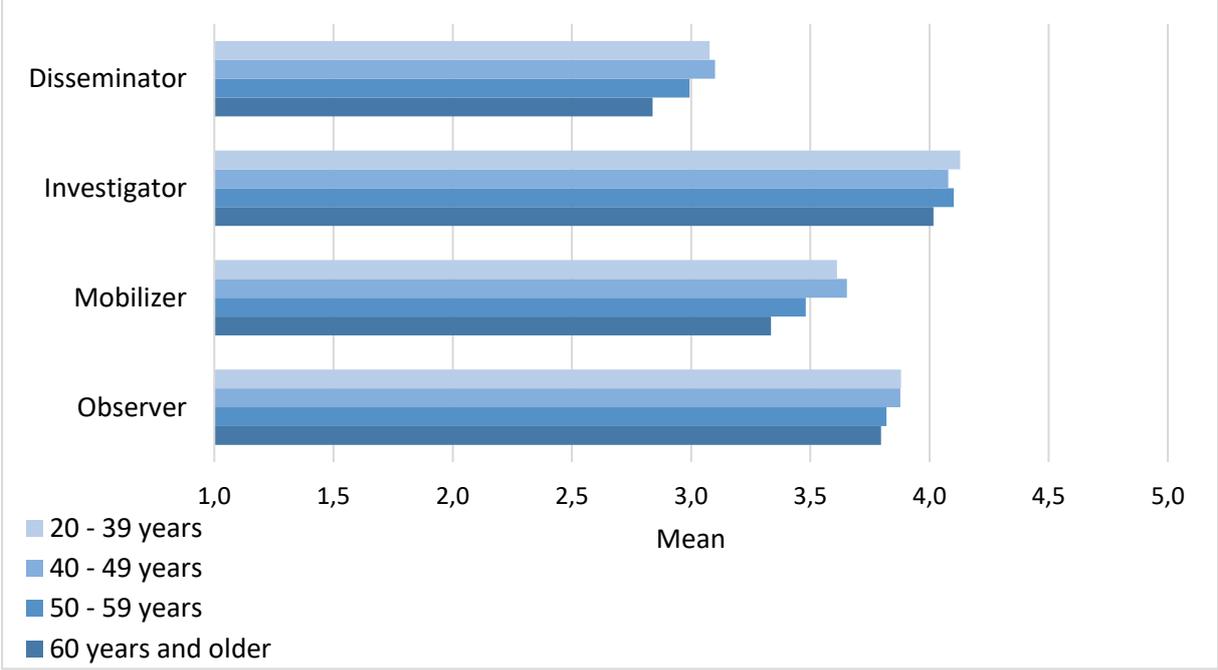


**IV. Role orientations by background variables**

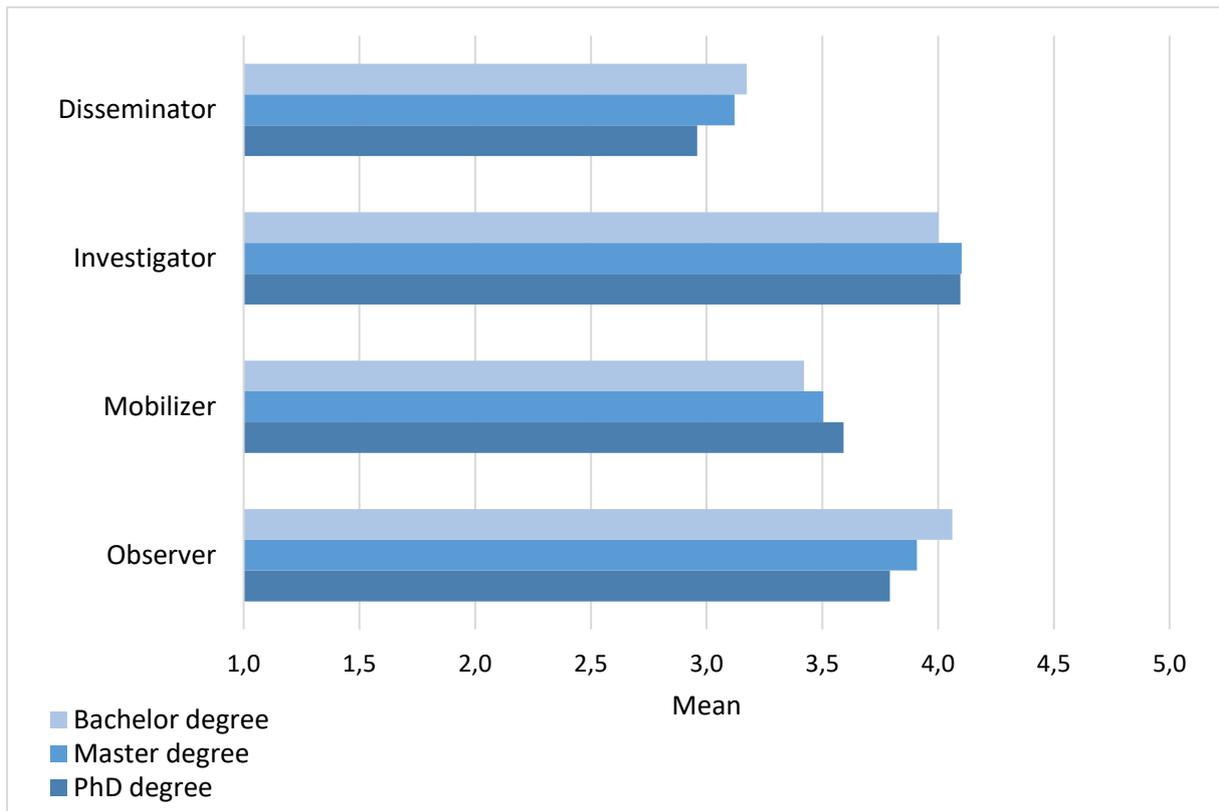
**Gender**



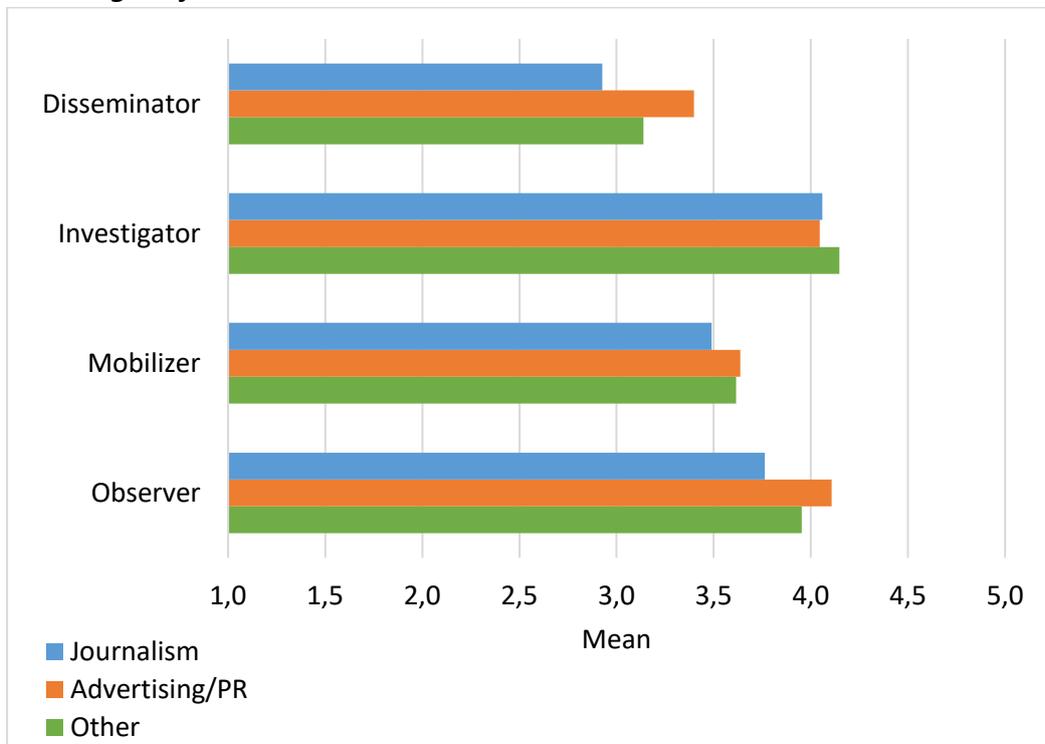
**Age**



### Education



### Teaching subject



## V. Correlations Role orientations and Positions; by region

### Disseminator

DISSEMINATOR	Consumers	Citizens	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
North America	,876*	,040	,249*	-,095	,853*	-,092	,234*	,025
South America	,895*	-,103	,295*	-,147	,854*	-,266*	,310*	,114
Nordic Europe	,844*	,124	,074	-,067	,810*	,027	-,050	,088
Russia	,875*	-,005	,250*	-,149	,793*	,046	,168	,113
China	,867*	,351*	,332*	,299*	,843*	,278*	,298*	,322*
Asia Pacific	,929*	,058	,081	-,031	,801*	-,055	,092	,243*
Oceania	,936*	,075	,489*	-,150	,889*	,026	,362*	-,065
Africa	,921*	,349*	,438*	,197	,888*	,255*	,475*	,549*
GLOBAL	,910*	,232*	,369*	,054	,883*	,071	,323*	,368*

\*. Correlation is significant at the 0.01 level (2-tailed).

### Investigator

INVESTIGATOR	Consumers	Citizens	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
North America	-,153*	,854*	-,056	,878*	,062	,731*	-,001	,329*
South America	-,284*	,872*	-,079	,894*	-,009	,809*	,054	,202*
Nordic Europe	-,019	,861*	-,063	,869*	,083	,783*	,087	,303*
Russia	-,143	,896*	,064	,878*	,160	,798*	,182	,201*
China	,203*	,841*	,440*	,878*	,434*	,836*	,489*	,396*
Asia Pacific	-,142	,905*	,186*	,892*	,244*	,880*	,331*	,134
Oceania	-,088	,838*	-,215	,862*	,097	,897*	-,063	,338*
Africa	,173	,921*	-,092	,924*	,364*	,811*	,107	,402*
GLOBAL	,027	,875*	,101*	,881*	,258*	,819*	,184*	,333*

\*. Correlation is significant at the 0.01 level (2-tailed).

### Mobilizer

MOBILIZER	Consumers	Citizens	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
North America	,065	,416*	-,343*	,233*	-,007	,155*	-,293*	1,000*
South America	,097	,227*	-,186*	,155	,133	,132	-,112	1,000*
Nordic Europe	,157	,339*	-,087	,247*	-,020	,096	-,073	1,000*
Russia	,065	,240*	,029	,094	,107	,177	-,008	1,000*
China	,222*	,360*	,378*	,275*	,350*	,400*	,359*	1,000*
Asia Pacific	,188*	,143	-,061	,143	,243*	,066	,084	1,000*
Oceania	-,118	,402*	-,266*	,216	,011	,212	-,305*	1,000*
Africa	,507*	,479*	,095	,358*	,495*	,163	,258*	1,000*
GLOBAL	,308*	,408*	,092*	,208*	,359*	,214*	,099*	1,000*

\*. Correlation is significant at the 0.01 level (2-tailed).

### Observer

OBSERVER	Consumers	Citizens	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
North America	,114	-,130	,935*	-,010	,337*	,066	,893*	-,340*
South America	,235*	0,003	,914*	,005	,360*	-,082	,905*	-,161
Nordic Europe	-,073	-,052	,887*	,037	,076	,147	,907*	-,102
Russia	,082	,071	,911*	,169	,344*	,085	,836*	,016
China	,164*	,473*	,935*	,427*	,477*	,431*	,911*	,412*
Asia Pacific	-,032	,288*	,923*	,211*	,273*	,261*	,873*	,003
Oceania	,450*	-,217	,910*	-,076	,422*	-,097	,867*	-,326
Africa	,445*	-,025	,952*	-,045	,487*	,104	,908*	,182
GLOBAL	,258*	,159*	,938*	,093*	,436*	,138*	,902*	,105*

\*. Correlation is significant at the 0.01 level (2-tailed).

## VI. Correlations Positions with Tasks, Attitudes, Ethics, Trends and Qualifications

### Tasks

	Audience		Power		Time		Reality	
	Consumer	Citizen	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
Get information to the public quickly	,422*	,241*	,337*	,104*	,820*	,140*	,323*	,281*
Stay away from stories that cannot be verified	-,099*	,202*	,052	,204*	,046	,223*	,131*	,050
Monitor and scrutinize government	-,021	,405*	,068*	,760*	,141*	,417*	,120*	,130*
Stand up for the disadvantaged	-,073*	,704*	,004	,605*	,109*	,430*	,073*	,225*
Provide entertainment and relaxation	,775*	,139*	,201*	-,003	,501*	-,006	,173*	,237*
Expose social abuses	-,011	,544*	,063	,753*	,165*	,458*	,129*	,242*
Make as many stories as possible each day	,593*	,228*	,314*	,104*	,852*	,096*	,280*	,339*
Provide analysis and interpretation of current affairs	,072*	,418*	,059	,424*	,198*	,777*	,108*	,236*
Monitor and scrutinize business organizations	-,073*	,450*	,003	,781*	,051	,488*	,068*	,108*
Give ordinary people a chance to express their views	,200*	,718*	,194*	,329*	,366*	,336*	,229*	,256*
Concentrate on news that will sell	,861*	,092*	,237*	-,038	,526*	-,025	,183*	,275*
Provide information that people need to make political decisions	-,053	,474*	,115*	,514*	,126*	,776*	,147*	,140*
Concentrate on bringing the latest news	,490*	,308*	,398*	,169*	,824*	,236*	,370*	,259*
Provide in-depth background information	-,121*	,482*	,053	,513*	,095*	,809*	,127*	,120*
Monitor and scrutinize civil society organizations	-,016	,543*	,040	,784*	,120*	,538*	,110*	,172*
Motivate people to get socially involved	,129*	,786*	,077*	,476*	,247*	,463*	,105*	,362*
Treat the public as consumers rather than citizens	,857*	,061	,225*	-,061	,484*	-,057	,168*	,254*
Point people toward possible solutions for societal problems	,027	,738*	,056	,463*	,138*	,470*	,093*	,362*

\*. Correlation is significant at the 0.01 level (2-tailed).

## Attitudes

A journalist should...	Audience		Power		Time		Reality	
	Consumer	Citizen	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
be a detached observer	,191*	,064	,840*	,025	,323*	,078*	,529*	,057
promote social change	,246*	,443*	,108*	,251*	,381*	,249*	,138*	,747*
remain strictly impartial	,249*	,137*	,884*	,040	,379*	,087*	,659*	,134*
influence public opinion	,264*	,272*	<b>-,007</b>	,143*	,258*	,138*	,012	,824*
be a neutral disseminator of information	,236*	,110*	,852*	,069*	,374*	,086*	,607*	,048
set the socio-political agenda	,231*	,274*	,122*	,117*	,237*	,135*	,095*	,816*
mirror reality as it is	,130*	,177*	,530*	,099*	,295*	,112*	,791*	,116*
report about positive developments in society	,134*	,193*	,080*	,168*	,121*	,154*	,154*	,147*
not let personal beliefs and convictions influence reporting	,140*	,073*	,557*	,070*	,255*	,108*	,738*	<b>-,029</b>
be transparent about the working process	<b>-,079*</b>	,144*	,035	,212*	,014	,203*	,192*	,037
let facts speak for themselves	,222*	,166*	,544*	,134*	,353*	,147*	,811*	,141*
monitor and scrutinize the reporting of other news media	,139*	,243*	,027	,299*	,116*	,200*	,096*	,213*

\*. Correlation is significant at the 0.01 level (2-tailed).

## Ethics

	Audience		Power		Time		Reality	
	Consumer	Citizen	Adversarial	Neutral	Fast	Slow	Mirror	Interventionist
Reveal confidential sources	,142*	,075*	-,007	,079*	,132*	-,008	,022	,128*
Claim to be somebody else	,047	,024	,020	-,060	-,063	,010	-,068*	,089*
Use hidden microphones and cameras	,049	,031	,090*	-,040	-,051	,008	-,021	,046
Pay people for confidential information	,216*	,062	-,029	,072*	,167*	-,048	,050	,220*
Get employed in an organization to get inside information	,005	,000	,050	-,010	-,092*	-,013	-,015	,056
Use confidential government documents without authorization	-,157*	-,117*	,088*	-,296*	-,305*	-,051	-,261*	-,177*
Use personal documents without permission	-,042	-,118*	-,001	-,151*	-,197*	-,079*	-,165*	-,114*
Exert pressure on unwilling informants to get a story	,096*	-,060	,021	-,036	-,028	-,054	-,088*	-,007
Agree to protect confidentiality but not doing so.	,262*	,092*	-,017	,132*	,215*	,014	,075*	,203*
Use re-creations or dramatizations of news by actors without mention	,264*	,096*	-,030	,132*	,232*	-,051	,050	,173*
Publish a story with unverified content	,205*	-,006	-,077*	-,001	,098*	-,083*	-,059	,084*
Accept money from sources	,275*	,062	-,060	,081*	,189*	-,050	,023	,192*
Alter photographs substantially	,266*	,046	-,049	,065	,216*	-,056	-,001	,154*
Alter quotes from sources substantially	,299*	,052	-,058	,065	,215*	-,058	-,004	,170*
Use copyrighted material without permission	-,004	-,081*	-,048	-,132*	-,103*	-,102*	-,187*	-,035
Reveal the truth, no matter the consequences	-,051	-,106*	,043	,009	-,058	-,037	,038	-,116*

\*. Correlation is significant at the 0.01 level (2-tailed).

**Trends**

It would be good if journalism was...	Audience		Power		Time		Reality	
	Consumer	Citizen	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
more about social responsibility and less about earning money	-,134*	,236*	-,058	,163*	,039	,135*	,003	,176*
more about ordinary people and less about the ruling elites	,042	,287*	,050	,132*	,162*	,104*	,115*	,224*
more about long term issues and less about the events of the day	-,099*	,147*	-,094*	,131*	-,090*	,203*	-,031	,095*
more about solutions and less about problems	,083*	,177*	,052	,064	,122*	,074*	,119*	,169*
more about consensus and less about conflict	,142*	,148*	,152*	-,005	,170*	,035	,172*	,194*
more about what's next and less about what happened	,162*	,132*	,089*	,035	,151*	,074*	,091*	,169*
more about interacting with audiences and less about one-way sending	,173*	,315*	,073*	,132*	,223*	,164*	,136*	,265*
more about getting the whole story and less about trying to be first	-,175*	,064	-,023	,083*	-,111*	,101*	,052	-,038
more about successes and less about failures	,199*	,118*	,109*	,007	,194*	,029	,138*	,146*
more about renewing journalistic content and less about new technology	-,131*	,045	-,120*	,087*	-,104*	,050	-,063	,064

\*. Correlation is significant at the 0.01 level (2-tailed).

## Qualifications

	Audience		Power		Time		Reality	
	Consumer	Citizen	Neutral	Adversarial	Fast	Slow	Mirror	Interventionist
Have a commitment to democratic society	-,029	,314*	,002	,361*	,148*	,336*	,035	,194*
Link the local with the national and the global	,038	,372*	,079*	,338*	,222*	,410*	,141*	,277*
Know current events and their context	,007	,344*	,125*	,403*	,197*	,420*	,197*	,188*
Discover newsworthy issues on the basis of in-depth research	,011	,351*	,126*	,402*	,176*	,449*	,196*	,215*
Work under time pressure	,392*	,186*	,324*	,156*	,422*	,158*	,331*	,242*
Organise contributions from the public	,229*	,395*	,105*	,200*	,323*	,251*	,144*	,316*
Have a wide general knowledge	,060	,307*	,232*	,271*	,246*	,307*	,277*	,217*
Have a more specialised knowledge in a field	,124*	,284*	,215*	,252*	,217*	,310*	,244*	,257*
Be able to find multiple perspectives on an issue	,028	,386*	,173*	,367*	,202*	,396*	,232*	,232*
Be able to evaluate sources	-,034	,298*	,102*	,347*	,119*	,378*	,218*	,147*
Interact with the public	,237*	,410*	,146*	,211*	,345*	,276*	,206*	,331*
Select information on the basis of reliability	-,013	,335*	,133*	,319*	,163*	,350*	,233*	,181*
Select information on the basis of relevance	,054	,355*	,159*	,353*	,210*	,395*	,234*	,220*
Use different types of story-telling techniques	,199*	,324*	,084*	,280*	,269*	,306*	,162*	,235*
Make journalistic use of technology	,276*	,278*	,161*	,199*	,351*	,237*	,239*	,245*
Present content in effective combinations of words, sounds and visuals	,257*	,307*	,178*	,220*	,346*	,235*	,249*	,268*
Take responsibility for the choices you made during the process	,021	,332*	,156*	,312*	,187*	,297*	,208*	,208*
Take responsibility for the impact of your product	,023	,332*	,132*	,312*	,171*	,302*	,167*	,200*
Be able to recognize market opportunities	,363*	,250*	,156*	,144*	,321*	,169*	,162*	,308*
Be able to develop new products/formats	,315*	,269*	,122*	,154*	,331*	,188*	,157*	,295*

Reflect on the future of journalism	,126*	,348*	,125*	,309*	,240*	,370*	,159*	,234*
Provide workable solutions for complex practical issues that professional journalism faces	,137*	,375*	,142*	,327*	,266*	,338*	,223*	,242*

\*. Correlation is significant at the 0.01 level (2-tailed).





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