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Learning by reading: Journalism students' news consumption in Sweden and in Finland and its pedagogical implications

Summary

The objective of our MEDIANE exchange was to produce a report on journalism students' media behavior that would serve as a basis for developing general educational material for journalism education. The starting point for our report formed a comparative survey on journalism students' media habits in Sweden and Finland (N=329). The questionnaire to collect material in our respective countries was sent out in the spring 2014. The results of the survey were compared to national averages of media use to see if journalism students differ in their media usage from their peers. This was expected to be useful information for journalism educators who could then more thoroughly address the theme in classroom.

We found that journalism students are more active consumers of the media than their average peers. The students read particularly morning papers more actively than the corresponding population on average in both countries. Finnish students read more evening tabloids than their Swedish peers. With high ownership rates of laptops and smartphones, students are technologically well-equipped. Swedish students seemed to be slightly more multimedial in their consumption, while some differences may appear due to different emphases in the curriculum and teaching practices.

Based on the findings of our exploratory survey, we come up with some pedagogical suggestions for journalism educators. By illuminating the connections between media reception and consumption our intention was to make journalism trainers and educators more aware of the relevance of students' media and in particular news reception to support the professional development of more informed and culturally sensitive journalists. It is suggested that journalism education institutions should make media reception to an object of inquiry in its own right. Educators could support self-directed reception by adopting mobile ways of learning and journalistic production, based on the BYOD principle.

Introduction

Journalism educators fairly seldom get systematized information about their students' media habits. Journalism research is strongly focused on the production and reception of journalistic content but their conceptualization often underlies an idealized model that remains insensitive towards the learners' own personal media habits. European journalism students have been mostly studied in terms of their motives of studying journalism and their conceptions of the ideals of the profession (Bjørnsen et al. 2007, Hovden et al. 2009, Spichal & Sparks 1994).¹ How students of journalism use professional media content as a source for learning and professional development has less frequently been regarded as a relevant area of inquiry.

Taking up this challenge, this report focuses on journalism students' uses of media and, in particular, news media. Traditionally, the recognition of news is one of the quintessential skills in journalistic practice. In the Poynter Institute's recent survey on the future core skills of journalistic practitioners (Finberg & Lauren 2014), accuracy and curiosity as well as good news judgement scored among the top skills among journalism educators and media professionals. In order to act as a journalist, an individual needs to develop understanding about the journalistic pattern of recognizing events as newsworthy. Journalism educators should thus be concerned with the question how news judgement skills can be pedagogically fostered and enhanced.

Our starting point is thus that the reception of media content is connected to the development of production skills (see e.g. Diddi & LaRose 2006). Journalistic skills are adopted in a mutual process of reception and production of media content. However, media usage has been regarded more or less as a concern of private consumption and it has thus remained beyond regular study so far. By asking to which degree and on which platforms journalism students consume the products of their own future profession, journalism educators can be provided with important knowledge for pedagogical purposes. An individual student's "media diet" can be said to play an important role in directing and contributing to her understanding of journalism and its existing patterns of production and expression. By drawing on what she has seen and experienced she can better adopt the role of the professional producer.

With an aim to study the students' news consumption, we conducted a survey among journalism students in two Nordic countries. The objective of the survey was to find out what kind of media, in particular traditional news media, future journalists consume on different platforms. We also wanted to ask what kind of equipment journalism students have at their disposal. By comparing and contextualizing our findings with statistics from general population we intend to produce information on contemporary students and prospective journalists in two Nordic countries. Additionally, based on the exploratory survey, we wanted to outline pedagogical implications of the findings. We expected the findings to give reasons for rethinking the role of news consumption in journalism education from a pedagogical perspective. In all, we wanted to assign the students' media behaviour a more visible role than it has played so far in theoretical and pedagogical literature dealing with journalism education.

Aims

The object of our study are journalism students' media habits. Journalism students' media behaviour can be regarded to be a relevant topic for both journalism instructors and developers of education, as they constantly need information to base their decisions upon. Media practitioners need information on journalism students' media usage in their roles of mentors and supervisors of internships but also to encounter newcomers to the field in the workplace. Last but not least, journalism students themselves can be expected to be interested in their peers' media behaviour, also from a comparative perspective. Therefore, the aims of our study in terms of these different target groups are the following:

- To provide educators with knowledge about the use of professional media by their students for de-

velopment of teaching practices in journalism education and to raise awareness of students' media reception with possible pedagogical corollaries.

- To make journalism students at universities and university colleges aware of the role of news consumption as part of professional growth and development with an aim of promoting the diversity of reception of media content as a precondition for inclusive and informed reporting.
- To provide media professionals with information on the students' media behaviour and thus to facilitate the interaction between contemporary professionals and students.
- To provide information that has previously remained without attention and to offer a comparative perspective with possibilities for extending the study to cover other European countries.

The report was compiled as part of the joint programme "MEDIANE - Media in Europe for Diversity Inclusiveness" by the European Union and the European Council.² The production of the material was carried out in a bilateral teacher exchange between university lecturers in Gothenburg and Tampere in summer 2014. As the objective of the MEDIANE programme was to encourage diverse, inclusive and intercultural ways of media content design and production, we regard the study of news consumption to meet this challenge in several ways. First, we assume that in order to produce truthful, inclusive and diverse content and in order to improve it, future journalists need to be familiar with and up-to-date on existing journalistic supply. Secondly, the news form a central forum for providing citizens with non-biased and non-exclusive presentations of the social reality and should thus be placed to the centre of study. Thirdly, as a comparative output the study presents potential for examining students' media habits in a larger intercultural context and give impetus to the development of pedagogical materials.

This report encompasses two parts. In the first part we report the results of our survey. Subsequently, we want to draw pedagogical conclusions from the results for purposes of journalism education.

Method and data

The survey was conducted at the University of Gothenburg (N=162), Sweden, and the University of Tampere (N=167), Finland. Both the Department of Journalism, Media and Communication (JMG) in Gothenburg³ and the School of Communication, Media and Theatre (CMT) in Tampere⁴ offer journalism education with profession-oriented study objectives. University of Gothenburg provides journalism education since 1967 and offers candidate's and master's programmes in journalism for an approximately total of 250 students. University of Tampere is the oldest journalism education institution in the Nordic countries, established in 1925, and offers candidate's and master's programmes in journalism for approximately 550 students. These two countries were selected for study not only from practical reasons (as the authors' employers) but also because they form a solid basis for comparison by adhering to appropriately similar journalistic cultures, thus potentially reflecting even more widely the characteristics of media usage among journalism students in Democratic Corporatist media systems (Hallin & Mancini 2005). Additionally, the journalism education institutions in Gothenburg and Tampere have similar profiles as educators of future hands-on professionals.

The questionnaire (see Appendix I) was compiled in students' native languages, in Swedish and in Finnish. It was sent out to 246 Swedish and 503 Finnish journalism students majoring in journalism. The survey was conducted in May 2014 in 12 days of time (from May 8–20). The questionnaire was sent out on May 8. After two reminders, we got a total of 329 replies. The response rate was thus 66 percent in Sweden and 33 percent in Finland. There can be several reasons for the difference in the response rate, e.g. the size of the institutions and the subsequent teacher-student relation; however, speculation lies beyond our objectives. The average response time for the entire questionnaire was approximately 4 minutes. In this report we use only a part of the questionnaire targeting subject matters relevant for this context.

The idea was to compare the results with media statistics that provide data on the national populations. To enable comparability with population nationwide, the questionnaire was constructed with questions retrieved from the Swedish Media Barometer. Media Barometer is an annual survey produced since 1979 by Nordicom, the knowledge centre in the field of media and communication research located at the University of Gothenburg. It provides serial data on the access to and use of different media types, based on telephone interviews with a random sample of the population aged 9–79 years. Additionally, the media statistics compiled by the Statistics Finland were used. However, the Finnish statistics were not wholly compatible with the Swedish Media Barometer; information on the ownership of certain equipment and media usage, discussed above, had not been collected.

The main characteristics of the respondents in both countries are summarized in Figure 1. The respondents were divided in three age groups, 15–24, 25–44 and 44–65, which corresponds to the age groups applied in the Media Barometer.⁵ No student in the Swedish population belonged to the third group, though.

Among the Swedish respondents 52 were females and 48 percent males, whereas the corresponding rates in Finland were 77 and 23 percent. This approximately corresponds to the distribution of gender among all students at the institutions. The respondents' year of study were distributed along years/terms 1–6.⁶ Among the Swedish respondents 39 percent did not have previous journalistic work experience, whereas 12 percent of the Finnish respondents declared to have no professional journalistic work experience at all. The majority in both countries had less than one year of professional experience as a journalist.

Characteristics of respondents

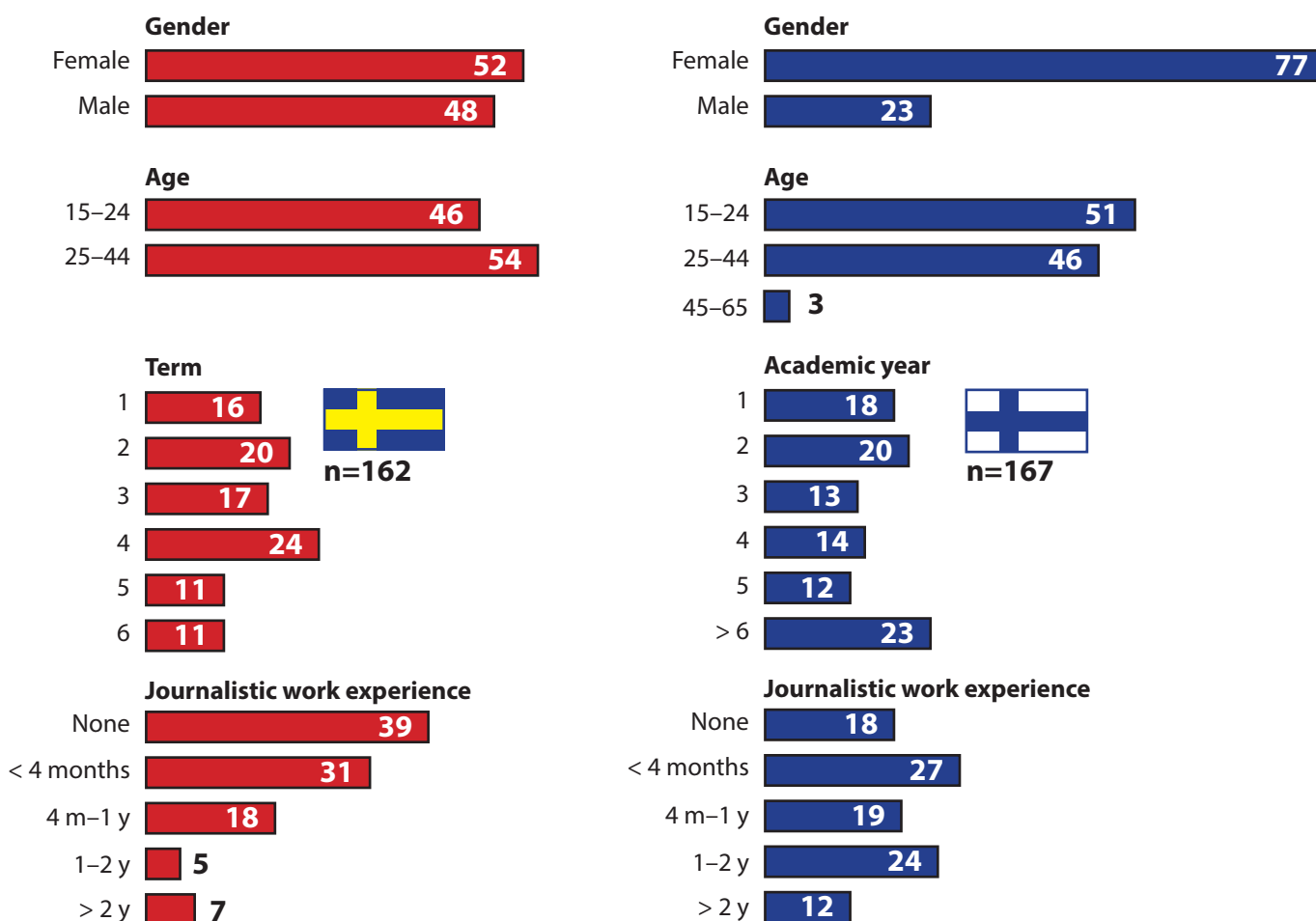


Figure 1. Characteristics of the survey respondents (N=329) (%).

Results

Ownership of technological equipment

It is important for the educator to know what kind of technological equipment is available among the students. Traditionally, journalism schools have been expected to provide the students with the technology needed for carrying out tasks and exercises in their studies. The new mobile technology provides a diversity of educational possibilities with students' own portable devices that are constantly connected, personalized, and easily customizable.

Our survey shows that students were far from under-equipped, as shown in Figure 2. The differences between the two countries were also relatively minor. Almost every Swedish and Finnish student owned a laptop computer (Sw=98 %, Fi=94 %). This is slightly more than the Swedish average in the respective age group (89.5 %, *Mediebarometer* 2013). In Finland, 77 percent of households among 15–74 year-olds had a laptop at their disposal in 2013 (*Statistics Finland* 2013a, *Consumer Barometer* 2013).

Though relatively expensive, smartphones were also very common among the students. However, there was a significant difference in smartphone ownership between Swedish (Sw=97 %) and Finnish (Fi=86 %) students. The difference corresponds to the countries' average ownership of smartphones (Swe=89.5 %, *Mediebarometer* 2013, Fi=approx. 78 %, *Statistics Finland* 2013b). It is more common among the journalism students to own a smartphone than on the national average.

Tablets were less frequent but not uncommon among the students. Approximately one out of three owned a tablet (Swe=37 %, Fi=32 %). This ownership rate is in fact lower than the Swedish average in the corresponding age group (45 %, *Mediebarometer* 2013). In Finland, 19 percent of households (age group 15–74) owned a tablet in May 2013 (*Consumer Barometer* 2013).

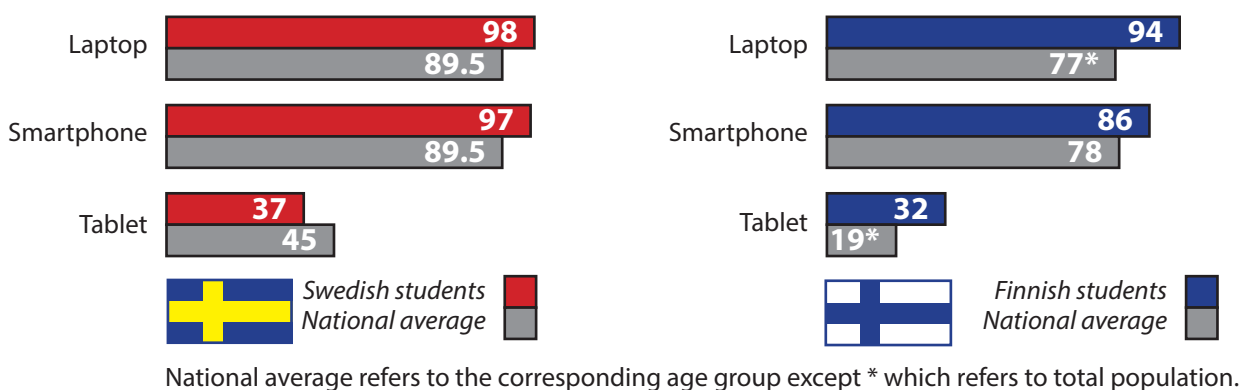


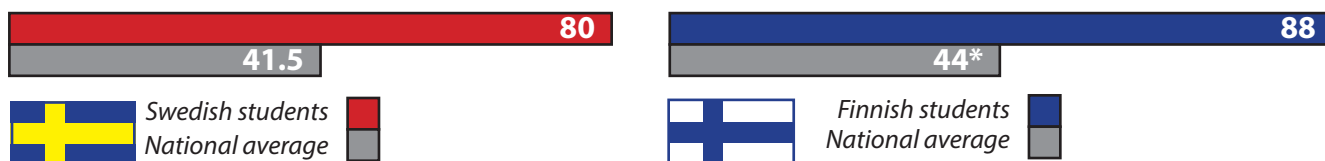
Figure 2. Students' ownership of technological equipment.

Reading of news on different platforms

The survey also included questions concerning the media consumption on different platforms. First, we were interested in differences in reading morning newspapers and evening tabloids. Secondly, we wanted to explore the reading habits on different platforms from a cross media perspective.

Both the Swedish and the Finnish students are keen readers of morning papers. As shown in Figure 3, a total of 80 percent of the Swedish and 88 percent of Finnish students claimed that they had read one or more morning paper(s) (web or paper) the day before. This is a significantly higher figure than

the Swedish average in the corresponding age group in Sweden (41.5 %, *Mediebarometer 2013*) and in Finland (44 %, Reuters 2014b, encompassing all "print papers" in whole population). Furthermore, one morning paper is not enough for most of the students. 46 percent of Swedish students and 49 percent of Finnish read two or more morning papers the preceding day. Some students seem to have an almost insatiable appetite for news – 6 percent of the the Swedish students and 7 percent of the Finnish claim to have read 4 or more morning papers the preceding day.



National average refers to the corresponding age group except * which refers to total population.

Figure 3. *The reading of morning papers on all platforms.*

Figures 4a and 4b show how the consumption of news is distributed according to different platforms. The printed version of the morning paper is still popular among the students (both the Finnish and the Swedish students have access to most printed morning papers, provided by the school), while the accessibility of the web version and phone or tablet version makes them a natural choice as well. Among those who read a morning paper the preceding day, 41 percent (Swe) and 64 percent (Fi) read it on printed matter. No less than 60 percent (Swe) and 70 percent (Fi) visited the web version of a morning paper. 44 percent (Swe) and 52 percent (Fi) read the phone or tablet app version.

There is a notable difference here from the Swedish average: 60 percent (Swe) respectively 70 percent (Fi) of the students (total) read a morning paper on the web the preceding day, compared to only 13 percent of the Swedish average in the corresponding age group (*Mediebarometer 2013*).

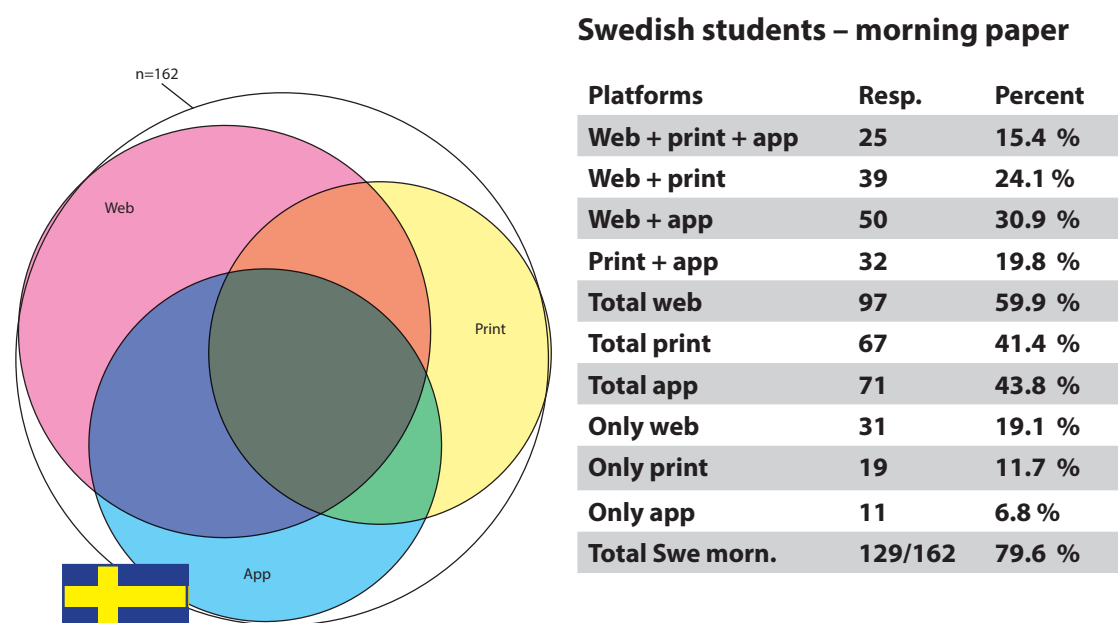
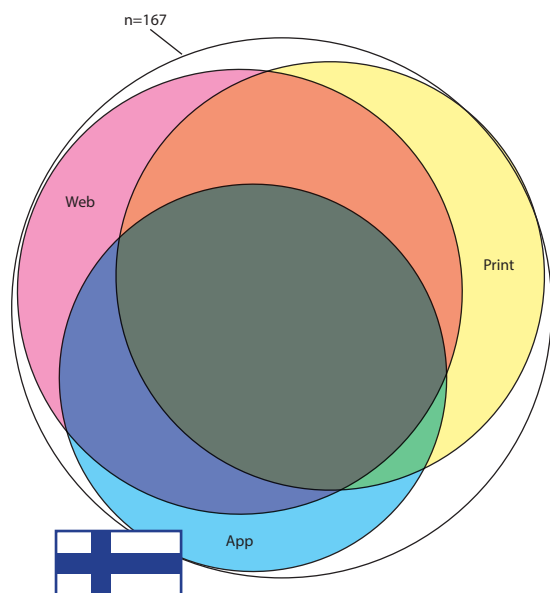


Figure 4a. *The distribution of reading of morning papers in Sweden, according to different platforms.*



Finnish students – morning paper

Platforms	Resp.	Percent
Web + print + app	51	31,5
Web + print	79	48,8
Web + app	71	43,8
Print + app	60	37,0
Total web	112	69,1
Total print	104	64,2
Total app	85	52,5
Only web	13	8,0
Only print	16	9,9
Only app	5	3,1
Total Finn morn.	142/167	87,7

Figure 4b. The distribution of reading of morning papers in Finland, according to different platforms.

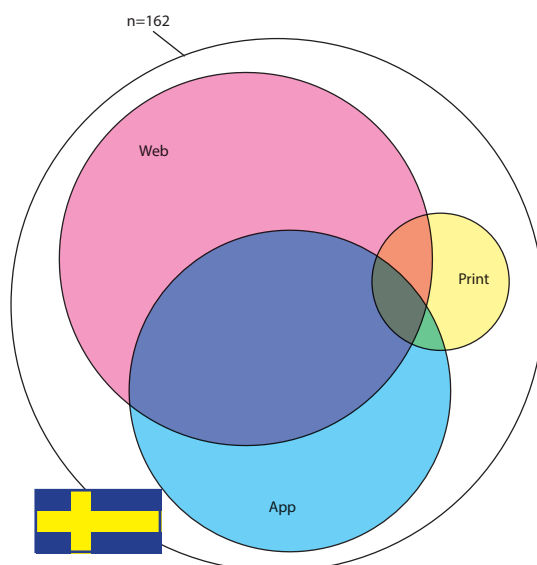
In Sweden there are two major tabloids, *Aftonbladet* and *Expressen*. Their Finnish counterparts are *Ilta-lehti* and *Ilta-Sanomat*. Figure 5 indicates that the evening tabloid news turned out to be less popular among our students than the morning papers: 69 percent of the Swedish students claimed to have read tabloid news the preceding day and merely 43 percent of the Finnish students.



National average refers to the corresponding age group except * which refers to total population.

Figure 5. The reading of evening tabloids on all platforms.

Figures 6a and 6b present the distribution of the consumption of evening tabloids on different platforms. The printed evening tabloid is definitely more read among the Finnish students – 19 percent compared to the Swedish 7 percent – and this is probably due to the fact that the Finnish school provides the students with printed tabloids whereas the Swedish does not.



Swedish stud. – evening tabloids

Platforms	Resp.	Percent
Web + print + app	2	1,2
Web + print	4	2,5
Web + app	34	21,0
Print + app	3	1,9
Total web	80	49,4
Total print	11	6,8
Total app	59	36,4
Only web	42	25,9
Only print	5	3,1
Only app	24	14,8
Total Swe tabl.	109/162	67,3

Figure 6a. The distribution of reading of evening tabloids in Sweden, according to different platforms.

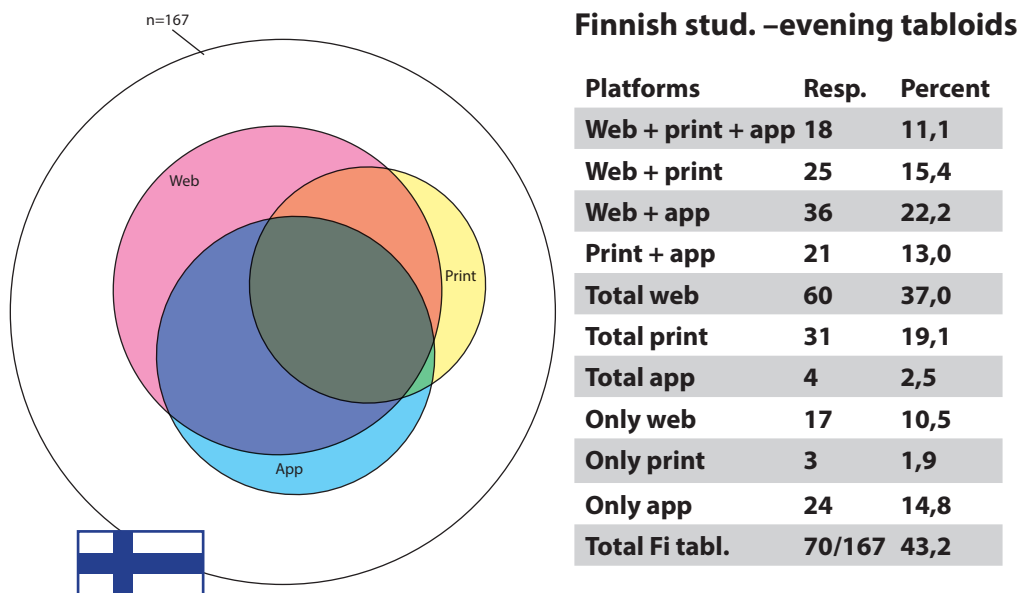


Figure 6b. The distribution of reading of evening tabloids in Finland, according to different platforms.

Discussion

The results of the survey indicate that Nordic journalism students are active receivers of news. They are more active and versatile in media consumption than the average. It seems thus evident that individuals with the study prospects of media and journalism are likely to be active consumers of media content themselves. Active consumption of media content is important for future practitioners of journalism for many reasons. First, regular reception contributes to informal learning and the accumulation of tacit knowledge about the presentation forms and functions of journalism. This knowledge acquired in the position of a receiver can be utilized as a fruitful resource in the producer role. Secondly, following media adds to an individual's knowledge about current events. Knowledge about current events holds high relevance among journalists and was mentioned by journalism educators and practitioners as a 21st-century "core skill" in the Poynter report (Finberg & Lauren 2014, 21). Following the media helps students in placing new information into a framework of previous knowledge and thus recognizing what is newsworthy. Thirdly, by establishing a firm individual long-time "media relationship" future practitioners form a basis for their future professional activity that inevitably will involve a regular, selective reception of media content to react upon.

In other words, for journalism students, the consumption of journalistic products additionally means becoming accustomed with their future production environment. However, a large amount of time spent with the media does not necessarily translate into transferable journalistic competence. The experiences gained by the students in everyday encounters with the media can still form a fruitful resource for journalism education if they are actively exploited by the educators.

The survey results indicate that decisions that may be regarded as minor in the everyday of journalism schools may have a major impact on future journalists media habits. The access to different media enabled by the journalism school may have a great impact on the development of students' media habits. Decisions concerning whether to acquire access to international media, for example, may thus significantly contribute to students knowledge about the international media and their reading habits concerning international media supply, both in printed and in digital form. Decisions met by individual teachers concerning the use of social media or certain content management systems (CMS) may also have great importance. Therefore, these issues should be carefully considered and coordinated in journalism training institutions. They are, in fact, part of scaffolding future practitioners' media reception.

Recommendations for journalism educators

A central question for journalism schools in the age of diverging reception possibilities is what and what kind of consumption of media materials would serve as appropriate reception for the professional development of a journalist-to-be. Additionally, it may be argued that this kind of a question should not be defined by journalism education institutions at all but left up to the individual. However, we suggest that the reception typically regarded as a private matter should be more consciously taken into account in journalism education. As one of the aims of the MEDIANE exchange was to find ways of developing the pedagogy of journalism education, it is now appropriate to outline some pedagogical ideas to promote the treatment of news and news reception on academic journalism courses, based on the findings described above. Based on the survey results there are some ways to scaffold reception that can be recommended:

- **“Media diet” as an object of inquiry.** Reception habits could be regarded as a source of reflection and be more powerfully included in the curriculum. Each individual forms a private relationship with the media and in particular certain forms and contents of presentation by choosing an appropriate mixture of different channels that best serve the individual needs. For example, a student with an interest in consumer journalism could be provided with subscriptions of national and international leading magazines in the field. The individual interests in the media and specialized subjects could thus be made stronger visible in journalism education and used as a base for learning.

Furthermore, it could be upheld that a future journalistic practitioner’s media intake should encompass a sufficient amount of different forms of journalism and different technologies. Keeping one’s “media diet” in balance and, later, appropriately specialized according to one’s career aspirations could be a matter of processual self-monitoring supported in education by the use of blogs, microblogs, portfolios, self-reflective essays, and project work. User-friendly and free-of-charge tools of social media can serve students and educators in assisting the establishment of individually appropriate, processual and collaborative working methods. Scaffolding a professionally fruitful, i.e. diverse and regular, reception of media content means encouragement of addressing private consumption and self-criticality as a member of an audience. If this scaffolded self-determined media content reception was integrated into curriculum or methods of teaching journalistic production and analysis, the learners could more efficiently draw on the experiences of their own and thus, perhaps, attain a more accurate idea of themselves as media practitioners.

- **The BYOD principle.** There has been discussion in many branches of education whether educational instances should follow technological change and invest in cutting-edge technological equipment for educating future professionals or lean on students’ own devices. The BYOD principle (“bring your own device”) has shown popularity with the increasing integration of technology into students’ everyday lives. The findings show that students of all grades already possess a sufficient range of technological equipment. As 96 percent on average own laptops and 92 percent smart phones, both of which can be easily carried along, journalism education institutions do not necessarily have to acquire an exhaustive set of technological resources of their own. It is more crucial for journalism education institutions to decide which professional hard- and software to invest in and which part can be conducted, without producing inequality among the students, on the basis of students’ own equipment. The BYOD principle compels the journalism education institutions to rethink their IT infrastructure. An important first step for the educational institutions would be to facilitate the students’ use of their own equipment by providing easy access to printers and networks.
- **Taking advantage of mobile learning and teaching.** With the high rate of personal mobile devices among students, journalism education should have no problems in introducing both more mobile ways of learning and practicing mobile journalism. Mobile devices enable students to create

personalized learning environments that support individualized ways of learning. They enable increased real-time communication and collaborativity that contribute to both new ways of learning and journalistic production. Given that journalists are often said to be reluctant to leave the comfort zone of the newsroom to talk to people, mobile ways of learning and producing media content can promote observation, information gathering and supervision on spot. As a consequence, the journalistic working process can be assisted, students' questions can be answered, information can be searched and exercises can be conducted wherever the students are, independent of the physical constraints of the news- or classroom.

There are, of course, many problems and open questions related to these orientations (see e.g. Jaakkola, forthcoming). The lack of technical skills and knowledge, motivation and social support may impinge the change of traditional models of teaching underlying the pedagogical cultures in the workplace. The orientations, however, challenge journalism education institutions to find a balanced solution between technology and pedagogy. The results of our preliminary survey in Sweden and Finland point to the fact that journalism students are already active consumers of the media and have a sufficient set of technological equipment at their disposal, which the education can build upon.

Conclusion

Students' media habits is an area of inquiry that should be more systematically examined in journalism education institutions. By regularly gathering serial data about students' media equipment and habits journalism education institutions could contribute to our general knowledge about the future communication professionals' preparedness for digital environments. This kind of information would raise educators' awareness about possibilities for technically carrying out exercises and about the potentially existing technical competencies among the young students. It would help instructors to improve the quality of education and allow a more versatile set of different forms of learning such as collaborative and self-determined acquisition of professional skills.

Future journalists' relationship with the media forms the basis of the professionalism they will nurture and develop when they enter the professional field. Therefore, the media relationship, or the "media diet", should not be regarded as a matter of private consumption but taken into a more prominent field of inquiry and reflection in journalism education. Since the field of journalism and mass communication is becoming more and more diverse and boundaries between different forms of mass communication are blurring, journalism students need to make decisions how to specialize and on which basis to build their professional identities upon. At the same time, as there will be more powerful blending of public or professional and private roles of communication, journalism students and educators to become aware of the media diets students are following and want to follow. These developments contribute to the fact that the topic under scrutiny in this report, the students' media consumption, deserves increased attention among journalism educators.

The survey conducted for this report focused on two Nordic countries, Sweden and Finland, and it does therefore not deliver a representative overview over all Nordic journalism students, let alone European journalism students. There are certainly some national differences that are dependent on the media system of the country. Significant differences may also derive from different emphases at journalism schools which may even depend upon personal orientations and interests of individual educators. It goes without saying that the goals of scaffolding news consumption and production can be achieved by adopting different profiles and approaches dependent on the preconditions and resources of the institution.

Notes

¹ More generally, however, students' media consumption has been studied in the framework of reception or audience studies, see e.g. studies on Finnish subject-teacher students' news consumption (Hankala 2011) and US college students' digital news consumption (Diddi & LaRose 2006).

² <http://www.coe.int/mediate>

³ <http://www.jmg.gu.se/english>

⁴ <http://www.uta.fi/cmt/en/index.html>

⁵ The Media Barometer uses six age groups in the interval 15–64 but sometimes presents results with merged categories. We have mathematically compensated for differences in populations in the different age groups.

⁶ The Swedish students' study time was counted in the number of terms (*semester*) and the Finnish students' in the number of academic years (*lukuvuosi*) according to the common practice in the countries under study.

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Appendix I

A Questionnaire in Swedish

Student-13sv

Q1 Hej! Tack för att du vill svara på vår enkät. Dina svar kommer att behandlas helt anonymt.

Q2 Vilket kön?

- Kvinna (1)
- Man (2)

Q3 Ålder?

- 15-24 (1)
- 25-44 (2)
- 45-65 (3)

Q4 Vilken termin går du?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)

Q5 Har du arbetat professionellt som journalist, och i så fall hur länge (räkna även praktik och sommarjobb)?

- Nej (1)
- Mindre än 4 månader (2)
- 4 mån - 1 år (3)
- 1 - 2 år (4)
- Mer än 2 år (5)

Q6 Har du tillgång till något av följande i hushållet? (Flera svarsalternativ möjliga)

- Traditionell radioapparat/FM-radio (1)
- Webbradio, direktsänd radio via internet (2)
- DAB-radio (3)
- Radio i mobiltelefon eller annan bärbar radio (t ex mp3/iPod) (4)
- Bilradio (5)
- Bärbar mp3-spelare (ej smartphone) (6)
- Traditionell tv-apparat (7)
- TV med inbyggt internet s k smart-tv (även Apple-tv o dyl) (8)
- Hårddiskmottagare (PVR) (9)
- DVD-spelare/Bluray (10)
- Video (VHS) (11)
- Laptop/Bärbar dator (12)
- Stationär dator (13)
- Smartphone (iPhone, Android-telefon) (14)
- Mobiltelefon (ej smartphone) (15)
- Surfplatta (t ex iPad, Samsung Galaxy Tablet) (16)
- Läsplatta/e-boksläsare (t ex iRiver, Kindle, Sony Reader) (17)
- Spelkonsol som ansluts till tv/dator (t ex X-box, Playstation, Nintendo wii, Gamecube) (18)

- Bärbar spelkonsol (t ex PSP, Nintendo) (19)
- Internetuppkoppling (20)
- Tveksam, vet ej (21)
- Nej, inget av ovanstående (22)

Q7 Läste eller tittade du i någon morgontidning igår? Vi syftar då på både den tryckta tidningen och tidningen på internet via dator, surfplatta, mobiltelefon eller annan mediaspelare. (Aftonbladet, Expressen, GT och KvP räknas inte som morgontidningar. Metro och lokala gratistidningar räknas som morgontidning.) Om JA, läste du en eller flera?

- Ja, en (1)
- Ja, två (2)
- Ja, tre (3)
- Ja, fyra eller flera (4)
- Tveksam, vet ej (6)
- Nej (5)

Q8 Hur läste du den, och ungefär hur länge?

	Mindre än 15 min (1)	15-30 min (2)	30 min - 1 timme (3)	1-2 timmar (4)	Mer än två timmar (5)	Tveksam, vet ej (6)	Nej (7)
Som tryckt tidning på papper (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Via app/applikation (smartphone/surfplatta) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genom att se videoklipp på tidningens webbsajt (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Läste e-tidning (pdf) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Läste på tidningens webbsajt (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Läste eller tittade du i någon kvällstidning igår? Vi syftar då på både den tryckta tidningen och tidningen på internet via dator, surfplatta, mobiltelefon eller annan mediaspelare. (Aftonbladet, Expressen, GT och KvP räknas som kvällstidningar.) Om JA, läste du en eller flera?

- En (1)
- Två (2)
- Tveksam, vet ej (4)
- Nej (3)

Q10 Hur läste du den, och ungefär hur länge?

	Mindre än 15 min (1)	15-30 min (2)	30 min - 1 timme (3)	1-2 timmar (4)	Mer än två timmar (5)	Tveksam, vet ej (6)	Nej (7)
Som tryckt tidning på papper (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Via app/applikation (smartphone/surfplatta) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genom att se videoklipp på tidningens webbsajt (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Läste e-tidning (pdf) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Läste på tidningens webbsajt (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Den här frågan handlar om din roll som konsument/användare av internettjänster.

Gjorde du något av följande på internet igår? (Flera svar möjliga)

- Läste blogg (frågan avser såväl text- som foto- och videobloggar). (1)
- Tittade på videoklipp (t ex youtube, blogg). (2)
- Tittade på tv-program eller film (3)
- Lyssnade på musik (t ex Spotify eller iTunes) (4)
- Lyssnade på podradio/podcast (dvs radio som man streamar eller laddar hem. Vi avser såväl privata podradioprogram som program gjorda av kommersiella bolag och Sveriges radio) (5)
- Spelade spel (6)
- Besökte Twitter (7)
- Besökte socialt nätverk/community (t ex Facebook, Instagram, LinkedIn) (8)
- Besökte allmänt diskussionsforum/chatt-grupp eller mötesplats/gemenskap skapad kring ett intresseområde (t ex odla.nu, familjeliv.se, flashback, ungdomar.se) (9)
- Annan internetaktivitet: (10) _____
- Tveksam, vet ej (11)
- Nej inga av dessa. (12)

Q12 Den här frågan handlar om din roll som producent/publicerare på internet.

Genomförde du någon/några av följande aktiviteter i går? (Flera svar möjliga.)

- Skrev i egen blogg (1)
- Kommenterade inlägg i blogg (2)
- La ut video- eller musikklipp (t ex på Youtube, egen blogg, Myspace) (3)
- Var aktiv i onlinespels-community (t ex Steam) (4)
- Skrev på Twitter (5)
- Aktiv på socialt nätverk/community (t ex Facebook, Instagram, LinkedIn) (6)
- Aktiv på allmänt diskussionsforum/chattgrupp eller mötesplats/gemenskap skapad kring ett intresseområde (t ex odla.nu, familjeliv.se, flashback, ungdomar.se) (7)
- Samtalade över internet med ett chattprogram (t ex Messenger, ICQ, Skype, Facebook-chatt) (8)
- Skrev i Wikipedia (9)
- E-post (10)
- Annan publicerande internetaktivitet: (11) _____
- Tveksam, vet ej (12)
- Nej, inget av dessa (13)

- Tack för att du svarade på frågorna.

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B Questionnaire i Finnish

Student-13sv - Finnish

Q1 Hei! Tämä tutkimus käsittelee toimittajaopiskelijoiden mediankäyttöä, josta on toistaiseksi saatavilla varsin vähän tietoa. Kysely toteutetaan sekä Suomessa että Ruotsissa. Kiitos, että osallistut! Vastauksesi käsitellään täysin anonyyminä.

Q2 Sukupuoli

- Nainen (1)
- Mies (2)

Q3 Ikä

- 15-24 (1)
- 25-44 (2)
- 45-65 (3)

Q4 Opiskeluvuosi (journalistiikka)

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 tai enemmän (6)

Q5 Jos olet työskennellyt ammattimaisena toimittajana, kuinka kauan yhteensä? Laske mukaan myös harjoittelu- ja kesätoimittajakaksot.

- Vähemmän kuin 4 kk (1)
- 4 kk - 1 v. (2)
- 1 - 2 v. (3)
- Enemmän kuin 2 v. (4)
- En ole työskennellyt toimittajana. (5)

Q6 Mihin seuraavista sinulla on pääsy kotoasi? Voit valita useita vaihtoehtoja.

- Radiovastaanotin (1)
- Nettiradio (2)
- DAB-radio (3)
- Radio kannettavassa laitteessa (esim. matkapuhelin, iPod) (4)
- Autoradio (5)
- Kannettava mp3-soitin (ei älypuhelin) (6)
- Televisiovastaanotin (7)
- Nettiyhteydellinen televisio (smart-tv, myös Apple-tv) (8)
- Digiboksi (9)
- DVD- tai bluray-soitin (10)
- Videonauhoitin (VHS) (11)
- Kannettava tietokone (12)
- Pöytätietokone (PC) (13)
- Älypuhelin (14)
- Kännykkä, ei-älypuhelin (15)
- Tabletti (esim. iPad, Samsung Galaxy Tablet) (16)
- Lukulaite/e-kirjalaitte (esim. iRiver, Kindle, Sony Reader) (17)
- Nettiyhteydellinen pelikonsoli (esim. Xbox, Playstation, Nintendo Wii, Gamecube) (18)
- Kannettava pelikonsoli (esim. PSP, Nintendo) (19)
- Internet-yhteys (20)
- Ei mitään yllä olevista (21)

Q7 Luitko jotain päivälehteä eilen? Luitko yhtä vai useita? Päivälehdillä tarkoitetaan tässä sekä painettuja että digitaalisia lehtiä. Päivälehdiksi lasketaan valtakunnalliset sanomalehdet (esim. Helsingin Sanomat), maakuntalehdet (esim. Aamulehti). Päivälehtiin eivät kuulu aikakauslehdet, ilmaisjakelu- ja kaupunkilehdet.

- Kyllä, yhtä. (1)
- Kyllä, kahta. (2)
- Kyllä, kolmea. (3)
- Kyllä, neljää tai useampaa. (4)
- En lukenut mitään. (5)
- En muista. (6)

Q9 Millä tavalla luit mainittuja lehtiä ja arviolta kuinka kauan?

	Vähemmän kuin 15 min (1)	15-30 min (2)	30 min - 1 h (3)	1-2 h (4)	Kauemmin kuin 2 h (5)	En lukenut (6)	En muista (7)
Painettuna paperilehtenä (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobiilisovelluksen avulla (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katsoin videota lehden verkkosivulla (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-lehtenä (esim. pdf) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lehden verkkosivuilta (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Luitko jotain iltapäivälehteä eilen? Luitko yhtä vai useita?

Ilta- ja viikkolehdillä tarkoitetaan tässä sekä painettuja että digitaalisia lehtiä.

- Yhtä. (1)
- Kahta. (2)
- En lukenut mitään. (3)
- En muista. (4)

Q10 Millä tavalla luit mainittuja lehtiä ja arviolta kuinka kauan?

	Vähemmän kuin 15 min (1)	15-30 min (2)	30 min - 1 h (3)	1-2 h (4)	Kauemmin kuin 2 h (5)	En lukenut (6)	En muista (7)
Painettuna paperilehtenä (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobiilisovelluksen avulla (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katsoin videota lehden verkkosivulla (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-lehtenä (esim. pdf) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lehden verkkosivuilta (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Seuraavassa kysymyksessä tarkastellaan rooliasi internetpalveluiden käyttäjänä/vastaanottajana. Teitkö jotain seuraavista netissä eilen? Voit valita useita vaihtoehtoja.

- Luin blogia. (1)
- Katsoin videoita. (2)
- Katsoin televisio-ohjelmaa tai elokuvaa. (3)
- Kuuntelin musiikkia (esim. Spotify tai iTunes). (4)
- Kuuntelin podradiota tai podcastia. (5)
- Pelasin jotain peliä. (6)
- Käytin Twitteriä. (7)
- Käytin jotain muuta sosiaalisen median välinettä (esim. Facebook, Instagram, LinkedIn). (8)
- Kävin yleisellä keskustelufoorumilla tai nettiyhteisössä. (9)
- Tein netissä jotain muuta, mitä: (10) _____
- En mitään näistä. (11)
- En muista. (12)

Q12 Seuraavassa kysymyksessä tarkastellaan rooliasi digitaalisten sisältöjen tuottajana. Teitkö jotain seuraavista eilen? Voit valita useita vaihtoehtoja.

- Kirjoitin omaa blogia. (1)
- Kommentoin jonkun toisen blogimerkintää. (2)
- Latasin nettiin videoita tai musiikkia (esim. YouTubessa). (3)

- Latasin nettiin videoita tai musiikkia (esim. YouTubessa). (3)
- Olin aktiivinen nettipeliyhteisössä (esim. Steam). (4)
- Twiittasin. (5)
- Olin aktiivinen jossain muussa sosiaalisen median yhteisössä (Facebook, Instagram, LinkedIn) (6)
- Olin aktiivinen jollain yleisellä keskustelufoorumilla tai jossain nettiyhteisössä. (7)
- Chattasin tai olin yhteydessä johonkuhun jollain pikaviestimellä (esim. Facebook-chat, IRC, Skype). (8)
- Kirjoitin Wikipediaan. (9)
- Lähetin sähköpostia. (10)
- Julkaisin tai tein netissä jotain muuta, mitä: (11) _____
- En mitään näistä. (12)
- En muista. (13)