**Panel Title**

**2017 Annual ICA Conference ICA San Diego**

**The socialization of journalism students into the profession:**

**Results from a global survey of journalism students**

**Panel organizer:** Claudia Mellado (Pontificia Universidad Católica de Valparaíso)

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**Chairs:** Claudia Mellado (Pontificia Universidad Católica de Valparaíso)

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**Panel participants:**

Folker Hanusch (University of Vienna, Austria)

Jan Fredrik Hovden (University of Bergen, Norway)

Galiya Ibrayeva (Al Farabi Kazakh National University, Kazakhstan)

Dan Jackson (Bournemouth University, UK)

Mireya Márquez – Ramírez (Universidad Iberoamericana, México)

Claudia Mellado (Pontificia Universidad Católica de Valparaíso, Chile)

Ivanka Pjesivac (University of Georgia, US)

Dimitri Prander (Johannes Kepler University of Linz, Austria)

Agnieszka Stępińska (Adam Mickiewicz University, Poland**)**

Elira Turdubaeva (American University of Central Asia, Bishkek, Kyrgyz Republic)

Einar Thorsen (Bournemouth University, UK)

Tim Vos (University of Missouri, US)

**Panel Description and Rationale:**

This panel will provide a global and comparative analysis of the ways in which journalism students' conceptions of their roles, job expectations, motivation for studying journalism, among others, are shaped during the course of their studies. Over the past few decades, university education in journalism has become an increasingly important pathway into the profession in many countries around the world (Splichal & Sparks, 1994; Weaver & Willnat, 2012). This boom in the popularity of journalism education has been a result of various attempts at professionalizing journalism in many countries.

Yet, while many journalists across the globe now hold a university degree, particularly in journalism, our understanding of journalism education's role in socializing students into the profession of journalism is still very limited. This is surprising given the fact that training programs such as those offered at the university level play an important role in introducing and specifying journalistic norms and values (Gravengaard & Rimestad, 2014). While graduates' norms and values will do doubt be further shaped through socialization processes they undergo in the workplace, often this first exposure to journalism at universities will arguably shape the expectations and understanding they bring to their work. As a result of the growth of tertiary journalism education and its relevance for future journalists, scholars are increasingly engaging with such questions of what students learn about journalism at universities. However, most studies in the field are based on single countries or a small number of countries with geographic proximity. We still know relatively little about the similarities and differences in how students experience university education across different political, economic, social and cultural contexts.

To address this gap, this panel examines journalism students across 30 diverse countries. Based on surveys with representative samples of students in each country, the panel participants map how journalism students' views of the profession and their future role in it develop over the course of their studies. Specifically, the four key areas that our presenters will compare across countries are related to global patterns in background and recruitment, perceptions on journalistic roles, motivations for studying journalism, and job expectations.

**Text for Program**

The enormous growth in tertiary journalism education around the world and its importance for journalistic socialization processes make it necessary to examine how journalism students' professional views are shaped over the course of their time at universities. Reporting results from representative surveys with journalism students in 30 countries, this panel will provide a global comparative analysis of how students' role conceptions, job expectations, ethical views and views of the media among journalism students develop over time.

**Individual Papers (Abstracts):**

**Comparative Design and Methodological Challenges: An introduction to Journalism Students Across the Globe**

Authors: Claudia Mellado and Folker Hanusch

The professional values and attitudes of journalism can be learned and internalized by journalists by way of living different experiences in a variety of settings and by interacting with multiple sources, including those stemming from professional educational settings, which are therefore important to investigate. As a result of the popularity of tertiary journalism education in recent decades, a range of studies have examined journalism students in their own national contexts, limiting understanding across the borders. Further, developments over time have often been difficult to assess, not least due to a range of challenges for comparative studies in terms of design and methods. This paper will provide an overview of the conceptual design of the study "Journalism Students Across the Globe", and presents potentials and challenges of studying journalism students cross-nationally. It further provides descriptive background across the 30 sample countries, setting the scene for the four presentations to follow.

**Global patterns in recruitment to journalism education**

Authors: Jan Fredrik Hovden and Mireya Márquez- Ramírez

This paper discusses the backgrounds of journalism students from 30 countries around the world using data from the JSG project. Discussing their social backgrounds (gender, age, parents´ education etc.) previous work and study experience, their views on the quality of journalism education in their countries and the importance of journalism education for practicising journalism, this paper presents global patterns of the recruitment of the next generation of journalists in a global perspective, with particular emphasis on how these vary between different journalistic national cultures. The question of recruitment is important not only for suggesting differences in national journalistic cultures, as suggested by the seminal work by Splichael and Sparks (1997), but also in understanding the role of different educational systems and traditions for vocational education as a path - and form of socialization - into journalism.

**Student perceptions on journalistic roles across the world**

Authors: Tim Vos and Dimitri Prander

Journalism students often chose to study journalism out of an idealistic goal to change the world (Weaver et al., 2007; Mellado et al., 2013). While professional journalists often share a degree of idealism, valuing interventionist and watchdog roles, they are also socialized into accepting the more mundane day-to-day realities of journalism, such as documenting daily occurrences or delivering news quickly. However, university education appears to be its own form of occupational socialization (Deuze, 2006), thus the question presents itself – are journalism students socialized into a set or normative roles that might be different from what they aspired to at the outset of their education. This study examines this and other questions about journalism students’ understanding of journalistic roles across 30 countries. Cross-national comparisons take into account different sets of normative roles and different modes of journalism education. The study identifies patterns that transcend single countries.

**Motivations for studying journalism across the world**

Authors: Elira Turdubaeva, Agnieszka Stępińska, Galiya Ibrayeva and Ivanka Pjesivac

This paper provides an overview of journalism students' motivations for undertaking journalism education across countries. In particular, it examines fields and areas in which journalism students would like to work when they finish study and the aspects of journalism that seem to be appealing to them. In order to achieve that goal, the paper addresses three research questions:(1) To what extent journalism students across the world want to pursue a career as a journalist? (2) In which areas of journalism do they want to specialize? (3) What aspects of journalism did motivate them to study the degree (idealistic, practical, or personal)? How these motivations vary across countries? This international comparative study provides an opportunity to examine the extent to which some students' motivations may be universal, or influenced by contextual variables, such as as different media system variables, journalistic culture, and differing conceptualizations of journalism.

**Mixed feelings: future journalists' perspectives on news industries across the world**

Authors: Dan Jackson and Einar Thorsen

Across the world, established forms and practices of journalism are being challenged. Meanwhile, many journalists are still facing fundamental challenges, from state interference to censorship and physical threats. Uncertainty and unpredictability therefore characterise the industry that journalism students are soon to inhabit. But is this how *they* see it? In this paper we explore questions that focus around:

* How they rate news media performance in their country.
* How optimistic they are for the future of quality news in their country.
* What they see as the major threats facing quality journalism in their country.

Findings suggest a far more complex picture than might be anticipated. The Press Freedom Index, for instance, only partly predicts our variables. Other explanations are therefore required, and here we turn to comparing media systems. Furthermore, we find that journalism education molds students towards more critical observers of news industries, but again contradictions and anomalies emerge.