Angewandte Linguistik

IAM
Institut für Angewandte
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Research report

The weighting of different journalistic competences III

A survey of European journalism students and teachers of journalism schools

Conducted by the Institute of Applied Media Studies,

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1   Summary

This research report gives an overview of the results of the third phase of the Competence Research Project which was initiated by the European Journalism Training Association (EJTA). In the first phase EJTA members were asked to weight the fifty qualifications from the Competence Profile which was agreed upon in 2006 in the Estonian city of Tartu (Tartu Declaration). In the second phase professional journalists from sixteen European countries were asked to do the same.[1]

In the third phase 1044 students and 361 teachers (of journalism: 239; of other subjects: 122) from twenty European countries participated in the online survey. There appears to be a high level of consensus among students and teachers about the relative weight of the fifty qualifications.

Students stress the importance of:
- Personal qualifications (for instance: show initiative);
- Cognitive qualifications (for instance: have a general knowledge);
- Responsibility qualifications (for instance: for the choices made during the process).

Students see a diminishing relative importance for qualifications that are linked to:
- Organizational aspects (for instance: work within budget limits);
- Format or Genre (for instance: master the basics of lay-out).

Teachers agree with students about the importance of:
- Personal qualifications, and
- Responsibility qualifications.

Furthermore they stress:
- Analytical qualifications (for instance: distinguish between main and side issues).

Teachers also agree with students on the qualifications that should be at the bottom of the ranking: organizational and genre-related skills. These organizational qualifications include «being able to organize contributions from the public».

There seem to be small differences between students and teachers from the three different European regions that were distinguished (North/Central, Mediterranean, East). Furthermore, journalism teachers and teachers of other subjects do not differ a lot on the ten qualifications that should be at the top of the ranking, nor on the ten at the bottom. Nevertheless, journalism teachers lay more emphasis on qualifications that are directly linked to the working process (like working under time pressure or knowing current affairs), whereas teachers of other subjects stress qualifications that are about the societal role of journalism (like "being aware of the impact of your information on the public" or "having a commitment to society").

All personal competences, but especially reliability, are regarded as very important. These can hardly be learnt, in the best case they are acquired through practice, but mainly they should be inherent. Therefore, it is important that journalism schools take into account personal competences in their assessment of students. When choosing their students, they should test them for these competences.

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[1] EJTA/IAM (2010). *The weighting of different journalistic competences*. Research report by Carmen Koch and Vinzenz Wyss, in cooperation with Nico Drok. Maastricht/Winterthur: European Journalism Training Association/Institute of Applied Media Studies.

Journalism schools should give weight to the competences about finding, selecting and interpreting information. Future journalists need to know how and where to find information, and they must be able to identify and select relevant information. Therefore they also need a good general knowledge. At this point journalism schools can intervene. They can teach different research methods and develop general knowledge.

2   Introduction

In this research report an overview of the analysis of the third phase of the journalistic competence survey will be given. It is part of a broader survey which has been conducted in three steps. The initial position of the research was the Tartu Declaration, which has been developed by the EJTA members. The declaration is a list of fifty journalistic qualifications. Confronted with the obvious, namely that journalists cannot have all of them to an equal extent and that journalism schools have to choose on which qualifications they focus in their teaching, the survey aims to find out which of these qualifications are weighted as more important than others. In the first phase, which was designed as a pilot study, EJTA-members were asked to weight the qualifications according to the importance for them. In the second phase editors-in-chief from all over Europe were asked to do the same. Finally, in the third stage, students and teachers of journalism schools were asked to value the importance of the fifty qualifications. This report will mainly focus on this third phase, but also includes a comparison of the data from the survey of students and teachers with that of the editors-in-chief.

3   Method

The objective of the third phase was to find out how students and teachers from journalism schools weight the importance of different journalistic qualifications. As in the two previous phases they were asked via an online questionnaire.

Questionnaire

The same questionnaire as for the editors-in-chief has been used (cf. appendix). Only the independent variables (demographic information) have been adapted.
The illustration below shows what the online questionnaire looked like.

Figure 1: image of the online questionnaire

With a slider, whose initial position was in the middle, the respondents could weight the fifty qualifications. Drawing the slider to the left, they stated that they think the specific qualification is less important than the average, drawing it to the right it meant that it is more important than the average. The underlying scale (which was invisible for the partici-pants) went from 0 to 100.

The resources were limited. Therefore, it was not possible to translate the questionnaire into the many languages of the different countries. It was assumed that journalism stu-dents and teachers have a good knowledge of English.

Sampling

Due to the limited resources, we were dependent on the EJTA-members and their time and willingness to cooperate. Every EJTA-member was asked to send out the link to the survey to their students and teachers. Several reminders by the team from the Institute of Applied Media Studies as well as by Nico Drok were sent out. This took a while, which is the reason why the online questionnaire was open for a long time and people participated at different points of time. Moreover, the online survey of students and teachers from the The Netherlands had already been conducted in 2009. Therefore, the data collection was spread over a time period of three years, which is not optimal. Nevertheless, no clear dif-ferences were found due to this long time span. It seems that opinions are rather stable over time. The main data collection started in September/ October 2010 and a new wave was conducted in April/ June / July 2011.

	N	%
2009	278	19.8%
2010	886	63.1%
2011	241	17.2%
Total	1405	100.0

Figure 2: year of participation

4   Sample overview

This section gives an overview of the participants of the survey.

	N	%
Lecturer	361	26%
Student	1044	74%
Total	1405	100%

Figure 3: number of teachers and students asked

Over all 361 teachers and 1044 students have weighted the fifty qualifications.

	teachers		students		total	
	N	Column-%	N	Column-%	N	Column-%
Austria	0	.0%	2	.2%	2	.1%
Belgium	44	12.2%	166	15.9%	210	14.9%
Bulgaria	22	6.1%	25	2.4%	47	3.3%
Croatia	1	.3%	0	.0%	1	.1%
Denmark	16	4.4%	113	10.8%	129	9.2%
Estonia	12	3.3%	29	2.8%	41	2.9%
Finland	14	3.9%	11	1.1%	25	1.8%
France	17	4.7%	19	1.8%	36	2.6%
Germany	17	4.7%	14	1.3%	31	2.2%
Lithuania	5	1.4%	1	.1%	6	.4%
Macedonia	14	3.9%	6	.6%	20	.4%
The Netherlands	74	20.5%	204	19.5%	278	19.8%
Norway	1	.3%	0	.0%	1	.1%
Russia	17	4.7%	216	20.7%	233	16.6%
Slovakiay	6	1.7%	21	2.0%	27	1.9%
Spain	16	4.4%	53	5.1%	69	4.9%
Sweden	24	6.6%	52	5.0%	76	5.4%
Switzerland	50	13.9%	76	7.3%	126	9.0%
United Kingdom	9	2.5%	36	3.4%	45	3.2%
Turkey	2	.6%	0	.0%	2	.1%
Total	361	100.0%	1044	100.0%	1405	100.0%

Figure 4: number of teachers and students according to their country

As can be seen there are considerable differences in the response rates according to the different countries. A satisfactory response rate was reached in Belgium, Denmark, the Netherlands, Russia, Spain, Sweden and Switzerland.

	teachers		students		Total	
	N	Column-%	N	Column-%	N	Column-%
North/ Central	249	69%	674	65%	923	66%
Mediterranean	33	9%	72	7%	105	8%
East	79	22%	298	29%	377	27%
Total	361	100%	1044	100%	1405	100%

Figure 5: number of teachers and students according to their region

The respondents were grouped in three regions according to their country of origin. The three regions were North/Central Europe, Mediterranean Europe and East Europe. The table above shows that the three groups are different in size.

	N	%
Yes, I mainly teach journalism	239	66%
No, I mainly teach other subjects	122	34%
Total	361	100%

Figure 6: teachers: teaching subject (question: Do you mainly teach journalism?)

The 361 teachers were asked if journalism is their main teaching subject or if they have another focus in their classes. Two thirds of the teachers teach mainly journalism.

The sampling of the survey of editors-in-chief has already been presented in detail in a previous report[2].

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[2] EJTA/IAM (2010). *The weighting of different journalistic competences.* Research report by Carmen Koch and Vinzenz Wyss, in cooperation with Nico Drok. Maastricht/Winterthur: European Journalism Training Association/Institut für Angewandte Medienwissenschaft.

5   Data analysis

This section gives an overview of the weighting of students and teachers. These two groups were always treated separately, as they have different perspectives. Moreover, the two groups differ in size.

The results showed that the answer pattern was different according to the participants. Some gave rather high marks for all variables, other rather low marks. Some used the whole scale for the rating, others only the second half. Therefore, it was decided to standardise the results in such a way, that the mean of the weighting of every single respondent over all qualifications is 50. That means, all the values one participant has given for the fifty qualifications were added up and divided by 50. In the next step, the difference between the mean of 50 and the actual mean was calculated. Finally, this value was added to the weighting of every single respondent. With this standardisation the weighting tendency of every participant could be retained, but the different answer patterns harmonised.

To simplify the reading of the results, a ranking for the fifty qualifications, based upon the mean, was made for every specific category. The ranking concretely shows which qualifications are considered to be more important than others.

When comparing the weighting of two different groups, a statistical test called ANOVA was conducted. This test enables us to see if the differences between groups are «real» differences or if they originate from a large variance of values inside a group. If the variance inside a group is small, but large between different groups, the differences are significant. In the report this is highlighted with * (significant) or with ** (very significant). When differences are not marked as significant, it could be that the variance within each single group is huge. On the other hand, it could be that the differences of the means might seem to be too small to lead to a significant effect between the groups. But when looking at single values of one group there can be manifest differences within that group. These values compared to the values of the other can therefore lead to significant effects. For example one group uses a bigger range of scale, the other only the second half. Therefore, the second group in general weights the specific qualification more. But because the values of the first group are expanded over the scale, the means of the two groups differentiate only a small amount.

5.1　Weighting by students

This section gives an overview over the weighting by students.

5.1.1　Weighting by students in general

The table below shows the results of the weighting of all students.

Standardized results	Ø	Stand .Dev.	Percentil 25	Median	Percentil 75	rank
9.2 be reliable	66	17	57	70	78	1
5.2 be able to select information on the basis of reliability	61	17	50	63	74	2
4.1 have a good general knowledge	61	17	51	62	73	2
8.3 be willing to take criticism	60	16	51	61	72	4
3.2 be able to work under time pressure	59	19	48	62	72	5
8.5 be able to take responsibility for the product	58	16	47	59	70	6
5.5 be aware of the impact of your information on the public	57	17	47	58	69	7
8.4 be able to take responsibility for the choices made during the process	57	17	45	57	69	7
2.1 know current events	56	17	45	57	69	9
9.3 show initiative	55	17	44	56	68	10
9.1 have good social skills	55	18	44	56	68	10
3.3 be able to adjust to unforeseen situations	55	16	44	55	67	10
5.3 be able to interpret the selected information	54	19	42	55	68	13
2.5 be able to discover newsworthy issues on the basis of in-depth research	54	18	42	55	67	13
4.3 be able to use all required sources effectively	54	17	43	54	65	13
8.2 be able evaluate own work	53	17	43	53	65	16
2.3 be able to determine the relevance of a subject for a specific audience	53	17	42	53	66	16
10.1 be able to present ideas convincingly	53	19	41	54	66	16
5.1 be able to distinguish between main and side issues	52	18	40	53	65	19
6.4 be able structure on the basis of relevance	52	17	42	52	63	19
4.2 have a more specialised knowledge in a field	52	22	39	54	68	19
9.4 show insight into own strengths and weaknesses	52	18	41	52	64	19
6.5 be able to use new media structuring techniques	51	20	40	51	65	23
7.2 present information in combinations of words, sounds and images	51	18	40	51	63	23
1.2 have insight into the influence of journalism in society	51	17	40	51	63	23
7.1 have an outstanding linguistic competence	50	20	37	51	65	26
8.1 have a clear idea of the required quality of journalistic products	50	17	40	50	61	26
1.1 have a commitment to society	50	20	38	52	65	26
9.5 show insight in relations within a team	50	17	39	50	61	26
1.3 be able to develop a grounded view of journalism	49	19	38	51	63	30
4.5 have the will to interact with the public	49	20	37	51	64	30
2.4 be able to stimulate debate	49	19	36	50	63	30

Standardized results	Ø	Stand .Dev.	Percentil 25	Median	Percentil 75	rank
6.2 be able to fine-tune content and form	49	18	37	49	60	30
7.4 be able to work with technical infrastructure	49	21	35	49	64	30
4.4 have the ability to balance the stories	48	17	38	48	60	35
1.4 understand the values that underlie professional choices	47	16	37	46	57	36
2.2 know the characteristics of different media	47	18	36	48	58	36
6.1 be able to use different types of narrative structures	45	20	32	45	59	38
10.2 know the rights and obligations within an organisation	45	19	33	45	57	38
10.5 know the practical aspects of being a freelancer	44	21	30	44	58	40
3.1 be able to make a realistic work plan	43	20	31	43	57	41
5.4 be able to select information in accordance with the genre	43	17	32	42	54	41
7.5 be able to cooperate with technicians	42	21	30	43	56	43
1.5 be able to reflect on a future career	42	21	29	42	56	43
10.4 be able to evaluate the editorial policy	41	18	29	42	53	45
6.3 be able to structure in accordance with the genre	41	17	31	41	51	45
10.3 know the market conditions	39	20	27	40	52	47
7.3 master the basics of layout	39	21	27	40	52	47
3.4 be able to organise contributions from the public	36	20	25	36	49	49
3.5 be able to work within budget limits	33	23	19	34	49	50

N=1044

Figure 7: weighting of the fifty qualifications by students

Top Ten: In their weighting students express the importance of personal competences. All of them are ranked in the top ten: «be reliable», «be willing to take criticism», «be able to work under time pressure», «show initiative», «have good social skills» and «be able to adjust to unforeseen situations». Students also see the necessity of «having a good general knowledge» and to «be informed about current events». This knowledge can also be helpful to «select information on the basis of reliability». Finally, students weight qualifications which are about «taking over responsibility» as particularly important: be able to take responsibility «for the product» and «for the choices made during the process», as well as being aware of «the impact of the journalist's information on the public».

Bottom ten: The least important competences, are according to the students, the ones concerning the working career and condition («know the practical aspects of being a freelancer», «be able to reflect on a future career»), as well as the ones concerning organizational aspects («be able to work within budget limits», «be able to make a realistic work plan» (rank 41), «be able to evaluate the editorial policy», «know the market conditions»). Moreover, they weight specific knowledge («be able to select information in accordance with the genre», «be able to structure in accordance with the genre») and technical knowledge («be able to cooperate with technicians», «master the basics of layout») as less important than other qualifications. Finally, students rank the qualification «be able to organise contributions from the public» as one of the least important.

5.1.2 Weighting by students according to the region

In the following table the results of the weighting by students according to the region they come from are presented. As can be seen, the size of the different groups varies. The group with the Mediterranean European students is by far the smallest, the one with the Northern/Central European students the biggest.

	North/ Central (N=674)		Mediterranean (N=72)		East (N=298)		total (N=1044)	
	Ø	rank	Ø	rank	Ø	rank	Ø	rank
9.2 be reliable**	69	1	61	1	62	1	66	1
5.2 be able to select information on the basis of reliability**	62	2	51	21	62	1	61	2
4.1 have a good general knowledge	61	3	57	5	60	5	61	2
8.3 be willing to take criticism	61	3	56	6	60	5	60	4
3.2 be able to work under time pressure**	60	5	46	40	60	5	59	5
8.5 be able to take responsibility for the product**	57	5	54	12	62	1	58	6
5.5 be aware of the impact of your information on the public	57	6	59	2	56	12	57	7
8.4 be able to take responsibility for the choices made during the process**	55	11	55	8	60	5	57	7
2.1 know current events**	55	11	49	23	62	1	56	9
9.3 show initiative**	56	8	59	2	53	17	55	10
9.1 have good social skills	55	11	53	15	54	15	55	10
3.3 be able to adjust to unforeseen situations**	53	15	48	32	59	9	55	10
5.3 be able to interpret the selected information**	56	8	56	6	49	28	54	13
2.5 be able to discover newsworthy issues on the basis of in-depth research**	56	8	51	21	50	24	54	13
4.3 be able to use all required sources effectively**	52	18	55	8	57	11	54	13
8.2 be able evaluate own work	53	15	52	18	53	17	53	16
2.3 be able to determine the relevance of a subject for a specific audience**	52	18	49	23	56	12	53	16
10.1 be able to present ideas convincingly**	50	26	53	15	59	9	53	16
5.1 be able to distinguish between main and side issues	52	18	53	15	52	17	52	19
6.4 be able structure on the basis of relevance**	54	14	47	34	50	24	52	19
4.2 have a more specialised knowledge in a field	51	23	48	32	54	15	52	19
9.4 show insight into own strengths and weaknesses**	50	26	47	34	55	14	52	19
6.5 be able to use new media structuring techniques**	53	15	55	8	46	35	51	23
7.2 present information in combinations of words, sounds and images**	52	18	54	12	47	33	51	23
1.2 have insight into the influence of journalism in society	51	23	47	34	51	21	51	23
7.1 have an outstanding linguistic competence**	52	18	55	8	46	35	50	26
8.1 have a clear idea of the required quality of journalistic products**	51	23	49	23	48	30	50	26
1.1 have a commitment to society	50	26	49	23	51	21	50	26
9.5 show insight in relations within a team**	49	30	59	2	48	30	50	26
1.3 be able to develop a grounded view of journalism	49	30	49	23	50	24	49	30
4.5 have the will to interact with the public	49	30	49	23	50	24	49	30
2.4 be able to stimulate debate**	47	36	49	23	53	17	49	30
6.2 be able to fine-tune content and form	49	30	46	40	49	28	49	30
7.4 be able to work with technical infrastructure	49	30	54	12	47	33	49	30
4.4 have the ability to balance the stories**	50	26	47	34	44	39	48	35
1.4 understand the values that underlie professional choices*	46	38	49	23	48	30	47	36
2.2 know the characteristics of different media**	48	35	49	23	44	39	47	36

	North/ Central (N=674)		Mediterranean (N=72)		East (N=298)		total (N=1044)	
	Ø	rank	Ø	rank	Ø	rank	Ø	rank
6.1 be able to use different types of narrative structures**	47	36	47	34	41	44	45	38
10.2 know the rights and obligations within an organisation**	42	41	46	40	51	21	45	38
10.5 know the practical aspects of being a freelancer**	46	38	47	34	38	47	44	40
3.1 be able to make a realistic work plan**	43	40	52	18	43	42	43	41
5.4 be able to select information in accordance with the genre	42	41	44	44	43	42	43	41
7.5 be able to cooperate with technicians**	40	46	52	18	45	38	42	43
1.5 be able to reflect on a future career**	40	46	46	40	46	35	42	43
10.4 be able to evaluate the editorial policy	42	41	44	44	40	46	41	45
6.3 be able to structure in accordance with the genre	41	45	41	48	41	44	41	45
10.3 know the market conditions**	37	48	43	46	44	39	39	47
7.3 master the basics of layout**	42	41	43	46	31	50	39	47
3.4 be able to organise contributions from the public	36	49	39	49	37	48	36	49
3.5 be able to work within budget limits	32	50	38	50	35	49	33	50

*** very significant correlation (niveau 0.01), * significant correlation (0,05)*

Figure 8: weighting of the fifty qualifications by students according to the region

Agreement top ten and bottom ten: Students from all regions seem to agree about the utmost importance of the qualifications: «be reliable», «have a good general knowledge» and «be willing to take criticism». When it comes to the bottom ten, students from different regions mostly agree in their weighting. They all think that the awareness of the genre («be able to select information in accordance with the genre», «be able to structure in accordance with the genre»), «to master the basics of layout», «be able to organise contributions from the public» and the organizational competences («be able to evaluate the editorial policy», «be able to work within budget limits») are not as important as other competences.
Differences: The students from different regions also have different views about specific qualifications: Whereas for the ones from Northern/Central and Eastern Europe the ability «to select information on the basis of reliability» is very important, students from Mediterranean Europe ascribe only average importance to it. This difference is significant. Even a bigger and also a significant difference in the rating can be stated for «be able to work under time pressure». Put in position number 5 by students from Northern/Central and Eastern Europe, the ones from Mediterranean Europe ranked it number 40. Moreover, they Mediterranean European students weight «know current events» and «adjust to unforeseen situation» as significantly less important than the students from the other regions. On the other hand, they value «to show insight in relations within a team» as one of the most important qualifications (rank 2), whereas the students from Northern/Central as well as from Eastern Europe only put it in position number. This deviation is notable, especially as it is significant. They also value the «cooperation with technicians» as significantly more important than the students from the other regions. Students from Eastern Europe significantly differentiate from others in their weighting of the qualification «be able to present ideas convincingly», which they value as much more important as the others. Differences in the weighting can also be seen for «be able to use new media structuring techniques» and «have an outstanding linguistic competence». To both is ascribed high importance by students from Mediterranean Europe, a bit less by students from Northern/Central Europe and even less by students from Eastern Europe. Here again the groups differ significantly.

5.2   Weighting by teachers

5.2.1   Weighting by teachers in general

Next, the results of the weighting by the teachers are displayed.

Standardized results	Ø	Stand .Dev.	Percentil 25	Median	Percentil 75	rank
9.2 be reliable	66	18	55	68	79	1
4.1 have a good general knowledge	63	16	53	64	75	2
5.2 be able to select information on the basis of relia-bility	62	17	51	64	75	3
5.3 be able to interpret the selected information	61	17	51	62	73	4
2.5 be able to discover newsworthy issues on the basis of in-depth research	59	19	48	62	73	5
8.4 be able to take responsibility for the choices made during the process	58	15	47	58	68	6
5.1 be able to distinguish between main and side issues	57	17	46	57	70	7
8.3 be willing to take criticism	57	15	47	58	68	7
3.2 be able to work under time pressure	57	17	47	59	70	7
2.3 be able to determine the relevance of a subject for a specific audience	56	19	46	58	69	10
5.5 be aware of the impact of your information on the public	56	18	44	57	68	10
6.4 be able structure on the basis of relevance	56	16	44	56	67	10
8.5 be able to take responsibility for the product	55	17	44	56	66	13
9.3 show initiative	54	17	43	55	66	14
8.1 have a clear idea of the required quality of journalistic products	54	17	42	53	66	14
4.3 be able to use all required sources effectively	54	15	43	55	64	14
2.1 know current events	54	18	41	55	66	14
6.5 be able to use new media structuring techniques	53	17	41	55	65	18
8.2 be able evaluate own work	53	16	43	53	63	18
7.2 present information in combinations of words, sounds and images	52	19	41	52	65	20
1.1 have a commitment to society	52	20	39	52	65	20
4.2 have a more specialised knowledge in a field	51	21	40	53	66	22
9.1 have good social skills	51	15	41	50	61	22
3.3 be able to adjust to unforeseen situations	51	16	41	50	61	22
7.1 have an outstanding linguistic competence	51	20	37	51	66	22
1.4 understand the values that underlie professional choices	50	18	38	49	62	26
1.3 be able to develop a grounded view of journalism	50	19	37	49	61	26
2.2 know the characteristics of different media	49	17	38	49	62	28
7.4 be able to work with technical infrastructure	49	18	36	47	61	28
10.1 be able to present ideas convincingly	48	19	37	48	61	30
1.2 have insight into the influence of journalism in society	48	19	37	48	62	30
6.2 be able to fine-tune content and form	48	18	38	48	60	30
6.1 be able to use different types of narrative struc-tures	48	18	37	47	60	30
9.5 show insight in relations within a team	48	15	37	47	58	30
4.4 have the ability to balance the stories	47	18	36	47	59	35
9.4 show insight into own strengths and weaknesses	47	15	36	45	56	35
2.4 be able to stimulate debate	47	19	35	46	60	35
3.1 be able to make a realistic work plan	46	19	34	46	59	38

Standardized results	Ø	Stand .Dev.	Percentil 25	Median	Percentil 75	rank
4.5 have the will to interact with the public	46	20	33	46	61	38
5.4 be able to select information in accordance with the genre	43	19	33	42	56	40
10.5 know the practical aspects of being a freelancer	43	20	32	43	56	40
7.5 be able to cooperate with technicians	43	18	32	42	57	40
6.3 be able to structure in accordance with the genre	43	17	33	42	54	40
10.2 know the rights and obligations within an organisation	40	17	29	40	51	44
10.3 know the market conditions	39	18	29	40	50	45
10.4 be able to evaluate the editorial policy	39	18	27	40	51	45
3.5 be able to work within budget limits	37	21	25	36	49	47
3.4 be able to organise contributions from the public	37	22	22	36	51	47
7.3 master the basics of layout	36	19	26	37	47	49
1.5 be able to reflect on a future career	32	21	20	34	44	50

N=361

Figure 9: weighting of the fifty qualifications by teachers

Top ten: European teachers in journalism schools weight personal competences («be reliable», «be willing to take criticism», «be able to work under time pressure») as very important. Moreover, a «good general knowledge», as well as the ability to select the information («be able to select information on the basis of reliability», «be able to discover newsworthy issues on the basis of in-depth research», «be able to distinguish between main and side issues», «be able to determine the relevance of a subject for a specific audience») are some of the most important qualifications for them. Into the top ten list they also put «the ability to structure on the basis of relevance» and «to interpret the selected information». Finally, the teachers think that journalists should have the ability to take over responsibility for choices they have made, as well as for their impact on the public.

Bottom ten: In the list of the bottom ten the teachers ranked the qualifications, which are about genre awareness («be able to select information in accordance with the genre», «be able to structure in accordance with the genre»), technical competences («be able to cooperate with technicians», «master the basics of layout») and organizational aspects («be able to reflect on a future career», «know the practical aspects of being a freelancer», «know the rights and obligations within an organization», «know the market conditions», «be able to evaluate the editorial policy», «be able to work within budget limits»). Also, one of the least important qualifications according to the teachers is «to be able to organise contributions from the public».

5.2.2   Weighting by teachers according to the region

Do teachers from different region rank the qualifications differently? This question is analysed in the table below. It should be noted that the group sizes differ greatly.

	North/Central (N=249)		Mediterranean (N=33)		East (N=79)		total	
	Ø	rank	Ø	rank	Ø	rank	Ø	rank
9.2 be reliable**	68	1	62	2	61	1	66	1
4.1 have a good general knowledge	64	2	63	1	60	3	63	2
5.2 be able to select information on the basis of reliability	64	2	59	4	59	5	62	3
5.3 be able to interpret the selected information	62	4	59	4	57	8	61	4
2.5 be able to discover newsworthy issues on the basis of in-depth research	60	5	52	21	59	5	59	5
8.4 be able to take responsibility for the choices made during the process	58	7	56	8	60	3	58	6
5.1 be able to distinguish between main and side issues	58	7	58	6	56	10	57	7
8.3 be willing to take criticism*	59	6	55	10	54	13	57	7
3.2 be able to work under time pressure	58	7	61	3	54	13	57	7
2.3 be able to determine the relevance of a subject for a specific audience	58	7	54	15	52	19	56	10
5.5 be aware of the impact of your information on the public	55	12	55	10	59	5	56	10
6.4 be able structure on the basis of relevance**	57	11	48	30	54	13	56	10
8.5 be able to take responsibility for the product	55	12	54	15	57	8	55	13
9.3 show initiative*	55	12	57	7	50	24	54	14
8.1 have a clear idea of the required quality of journalistic products	55	12	50	26	52	19	54	14
4.3 be able to use all required sources effectively	54	16	55	10	55	11	54	14
2.1 know current events	54	16	53	19	54	13	54	14
6.5 be able to use new media structuring techniques	54	16	50	26	52	19	53	18
8.2 be able evaluate own work	54	16	52	21	50	24	53	18
7.2 present information in combinations of words, sounds and images	52	20	55	10	53	17	52	20
1.1 have a commitment to society	52	20	47	32	55	11	52	20
4.2 have a more specialised knowledge in a field**	49	28	50	26	61	1	51	22
9.1 have good social skills	51	22	52	21	52	19	51	22
3.3 be able to adjust to unforeseen situations	51	22	56	8	49	32	51	22
7.1 have an outstanding linguistic competence	51	22	55	10	49	32	51	22
1.4 understand the values that underlie professional choices	50	26	46	36	50	24	50	26
1.3 be able to develop a grounded view of journalism	51	22	49	29	46	38	50	26
2.2 know the characteristics of different media	50	26	46	36	50	24	49	28
7.4 be able to work with technical infrastructure	49	28	44	40	50	24	49	28
10.1 be able to present ideas convincingly	48	31	47	32	50	24	48	30
1.2 have insight into the influence of journalism in society	49	28	43	43	49	32	48	30
6.2 be able to fine-tune content and form	47	33	53	19	51	23	48	30
6.1 be able to use different types of narrative structures	48	31	54	15	45	39	48	30
9.5 show insight in relations within a team**	46	35	54	15	50	24	48	30
4.4 have the ability to balance the stories	46	35	51	25	48	36	47	35
9.4 show insight into own strengths and weaknesses	47	33	44	40	48	36	47	35

	North/Central (N=249)		Mediterranean(N=33)		East (N=79)		total	
	Ø	rank	Ø	rank	Ø	rank	Ø	rank
2.4 be able to stimulate debate	45	37	48	30	50	24	47	35
3.1 be able to make a realistic work plan	45	37	52	21	49	32	46	38
4.5 have the will to interact with the public**	45	37	39	46	53	17	46	38
5.4 be able to select information in accordance with the genre	45	37	39	46	42	44	43	40
10.5 know the practical aspects of being a freelancer**	45	37	47	32	36	47	43	40
7.5 be able to cooperate with technicians	43	42	47	32	43	42	43	40
6.3 be able to structure in accordance with the genre	43	42	37	49	45	39	43	40
10.2 know the rights and obligations within an organisation*	38	44	44	40	44	41	40	44
10.3 know the market conditions	38	44	43	43	42	44	39	45
10.4 be able to evaluate the editorial policy*	37	47	45	39	41	46	39	45
3.5 be able to work within budget limits**	38	44	46	36	30	50	37	47
3.4 be able to organise contributions from the public*	34	49	38	48	43	42	37	47
7.3 master the basics of layout	36	48	42	45	36	47	36	49
1.5 be able to reflect on a future career	32	50	32	50	32	49	32	50

*** very significant correlation (niveau 0.01), * significant correlation (0,05)*

Figure 10: weighting of the fifty qualifications by teachers according to the region

Agreement in top ten and bottom ten: Teachers from all regions agree that reliability is the most important qualification. Furthermore, they all weight reliability («be able to select information on the basis of reliability», «be able to take responsibility for the choices made during the process») as very important. A good general knowledge, also ranked in the top ten by teachers of all countries, is important to «interpret the selected information» and to «decide between main and side issues». These two qualifications are furthermore considered to be most important.

Differences: Notable is the significantly different weighting for the qualification «have a more specialised knowledge in a field». For teachers in Eastern Europe it is the most important qualification of all, whereas for the ones from Northern/Central and Mediterranean Europe it is only of average importance. On the other end of the ranking, «knowing the practical aspects of being a freelancer» is one of the least important qualifications for Eastern European teachers, for the others it is of average importance. Finally, Mediterranean European teachers ranked «be able to work within budget limits» higher than teachers from Northern/Central and Eastern Europe. The difference is significant.

5.2.3   Weighting by teachers according to the teaching focus

The teachers were asked, if their main teaching subject is journalism or not. This makes a difference in terms of their basic knowledge and their perspectives on the world of journalism.

Standardized results, ranked	Yes, I mainly teach journalism (N=239)	No, I mainly teach other subjects (N=122)	total (N=361)
9.2 be reliable	1	2	1
4.1 have a good general knowledge	3	1	2
5.2 be able to select information on the basis of reliability	2	3	3
5.3 be able to interpret the selected information	4	3	4
2.5 be able to discover newsworthy issues on the basis of in-depth research	5	8	5
8.4 be able to take responsibility for the choices made during the process	8	5	6
5.1 be able to distinguish between main and side issues	8	5	7
8.3 be willing to take criticism	6	10	7
3.2 be able to work under time pressure	6	12	7
2.3 be able to determine the relevance of a subject for a specific audience	11	8	10
5.5 be aware of the impact of your information on the public**	15	5	10
6.4 be able structure on the basis of relevance	8	14	10
8.5 be able to take responsibility for the product	12	10	13
9.3 show initiative	12	18	14
8.1 have a clear idea of the required quality of journalistic products	15	18	14
4.3 be able to use all required sources effectively	15	14	14
2.1 know current events	12	22	14
6.5 be able to use new media structuring techniques	15	18	18
8.2 be able evaluate own work*	21	12	18
7.2 present information in combinations of words, sounds and images	15	26	20
1.1 have a commitment to society	22	14	20
4.2 have a more specialised knowledge in a field	20	27	22
9.1 have good social skills	22	24	22
3.3 be able to adjust to unforeseen situations	22	22	22
7.1 have an outstanding linguistic competence*	27	14	22
1.4 understand the values that underlie professional choices	27	24	26
1.3 be able to develop a grounded view of journalism	25	27	26
2.2 know the characteristics of different media	25	27	28
7.4 be able to work with technical infrastructure	27	31	28
10.1 be able to present ideas convincingly	32	27	30
1.2 have insight into the influence of journalism in society**	37	18	30
6.2 be able to fine-tune content and form	27	31	30
6.1 be able to use different types of narrative structures	27	37	30
9.5 show insight in relations within a team	32	34	30
4.4 have the ability to balance the stories	32	38	35
9.4 show insight into own strengths and weaknesses	35	34	35
2.4 be able to stimulate debate	37	31	35
3.1 be able to make a realistic work plan	37	34	38

Standardized results, ranked	Yes, I mainly teach journalism (N=239)	No, I mainly teach other subjects (N=122)	total (N=361)
4.5 have the will to interact with the public	35	38	38
5.4 be able to select information in accordance with the genre	40	42	40
10.5 know the practical aspects of being a freelancer	42	38	40
7.5 be able to cooperate with technicians	40	44	40
6.3 be able to structure in accordance with the genre	42	42	40
10.2 know the rights and obligations within an organisation**	45	41	44
10.3 know the market conditions*	44	49	45
10.4 be able to evaluate the editorial policy	45	45	45
3.5 be able to work within budget limits	48	46	47
3.4 be able to organise contributions from the public	47	47	47
7.3 master the basics of layout	48	47	49
1.5 be able to reflect on a future career	50	50	50

*** very significant correlation (niveau 0.01), * significant correlation (0,05)*

Figure 11: weighting of the fifty qualifications by the teachers according to their teaching focus

As can be seen in the table, the two different groups of teachers are mainly in agreement. Only four notable, significant differences can be seen. First of all «be aware of the impact of your information on the public» is weighted as more important by journalism teachers than by the others. On the other hand, teachers, who do not mainly teach journalism, value the qualification «have insight into the influence of journalism in society» as far more important than journalism teachers. This can be regarded as an interesting difference, as both qualifications are similar in tendency. In addition, non-journalism teachers weight «be able to evaluate own work» and «have an outstanding linguistic competence» as more important than journalism teachers.

5.3   Comparison: weighting by students and teachers

5.3.1   Weighting by students and teachers in general

In the previous sections we analysed the weighting of students and teachers separately. Now their ranking will be compared.

Standardized results	students (N=1044)		teachers (N=361)		Rank diffe-rences
	Ø	Rank	Ø	rank	
9.2 be reliable	66	1	66	1	0
4.1 have a good general knowledge*	61	2	63	2	0
5.2 be able to select information on the basis of reliability	61	2	62	3	1
8.3 be willing to take criticism**	60	4	57	7	3
3.2 be able to work under time pressure	59	5	57	7	2
8.5 be able to take responsibility for the product**	58	6	55	13	7
8.4 be able to take responsibility for the choices made during the process	57	7	58	6	1
5.5 be aware of the impact of your information on the public	57	7	56	10	3
2.1 know current events*	56	9	54	14	5
9.1 have good social skills**	55	10	51	22	12
3.3 be able to adjust to unforeseen situations**	55	10	51	22	12
9.3 show initiative	55	10	54	14	4
4.3 be able to use all required sources effectively	54	13	54	14	1
5.3 be able to interpret the selected information**	54	13	61	4	9
2.5 be able to discover newsworthy issues on the basis of in-depth research**	54	13	59	5	8
10.1 be able to present ideas convincingly**	53	16	48	30	14
8.2 be able evaluate own work	53	16	53	18	2
2.3 be able to determine the relevance of a subject for a specific audience**	53	16	56	10	6
5.1 be able to distinguish between main and side issues**	52	19	57	7	12
4.2 have a more specialised knowledge in a field	52	19	51	22	3
6.4 be able to structure on the basis of relevance**	52	19	56	10	9
9.4 show insight into own strengths and weaknesses**	52	19	47	35	16
1.2 have insight into the influence of journalism in society*	51	23	48	30	7
7.2 present information in combinations of words, sounds and images	51	23	52	20	3
6.5 be able to use new media structuring techniques*	51	23	53	18	5
1.1 have a commitment to society	50	26	52	20	6
7.1 have an outstanding linguistic competence	50	26	51	22	4
8.1 have a clear idea of the required quality of journalistic products**	50	26	54	14	12
9.5 show insight in relations within a team	50	26	48	30	4
6.2 be able to fine-tune content and form	49	30	48	30	0
1.3 be able to develop a grounded view of journalism	49	30	50	26	4
2.4 be able to stimulate debate*	49	30	47	35	5
7.4 be able to work with technical infrastructure	49	30	49	28	2
4.5 have the will to interact with the public**	49	30	46	38	8
4.4 have the ability to balance the stories	48	35	47	35	0
2.2 know the characteristics of different media*	47	36	49	28	8
1.4 understand the values that underlie professional choices**	47	36	50	26	10
6.1 be able to use different types of narrative structures*	45	38	48	30	8
10.2 know the rights and obligations within an organization**	45	38	40	44	6
10.5 know the practical aspects of being a freelancer	44	40	43	40	0
3.1 be able to make a realistic work plan*	43	41	46	38	3

Standardized results	students (N=1044)		teachers (N=361)		Rank diffe-rences
	Ø	Rank	Ø	rank	
5.4 be able to select information in accordance with the genre	43	41	43	40	1
1.5 be able to reflect on a future career**	42	43	32	50	7
7.5 be able to cooperate with technicians	42	43	43	40	3
6.3 be able to structure in accordance with the genre	41	45	43	40	5
10.4 be able to evaluate the editorial policy*	41	45	39	45	0
7.3 master the basics of layout	39	47	36	49	2
10.3 know the market conditions	39	47	39	45	2
3.4 be able to organise contributions from the public	36	49	37	47	2
3.5 be able to work within budget limits**	33	50	37	47	3

*** very significant correlation (niveau 0.01), * significant correlation (0,05)*

Figure 12: comparison of the weighting of the fifty qualifications by students and teachers

Teachers and students mostly agree in their weighting. Especially, the list of the bottom ten is nearly the same. Some differences in the weighting can be noticed at the beginning of the list. Students weighted the personal qualifications, «have good social skills» and «be able to adjust to unforeseen situations» as significantly more important than the teachers. From the perspective of the teachers this is may bedue to the fact that these qualifications are hardly learnable. On the other hand, teachers ranked «be able to distinguish between main and side issues», as well as «be able to structure on the basis of relevance» as one of the ten most important qualifications , whereas students ascribe only average im-portance to it.

Other notable, significant differences can be seen for:

- «be able to present ideas convincingly» (students valued it 14 places higher than teachers)
- «show insight into own strengths and weaknesses» (students valued it 16 places higher than teachers. Again it can be seen that students value personal qualifica-tions more than teachers.)
- «have a clear idea of the required quality of journalistic products» (teachers valued it 12 places higher than students)

5.4   Comparison: weighting by students, teachers and journalists

Finally, the results of this third phase are compared with the those from the journalists (editors-in-chief).

Standardized results	teachers (N=361)		students (N=1044)		editors-in-chief (N=360)	
	Ø	Rank	Ø	Rank	Ø	Rank
9.2 be reliable	66	1	66	1	71	1
5.2 be able to select information on the basis of reliability	62	3	61	2	64	2
4.1 have a good general knowledge	63	2	61	2	64	2
9.3 show initiative	54	14	55	10	64	2
3.2 be able to work under time pressure	57	7	59	5	62	5
5.1 be able to distinguish between main and side issues	57	7	52	19	61	6
5.3 be able to interpret the selected information	61	4	54	13	60	7
2.1 know current events	54	14	56	9	60	7
8.3 be willing to take criticism	57	7	60	4	59	9
8.5 be able to take responsibility for the product	55	13	58	6	58	10
2.3 be able to determine the relevance of a subject for a specific audience	56	10	53	16	58	10
8.4 be able to take responsibility for the choices made during the process	58	6	57	7	57	12
2.5 be able to discover newsworthy issues on the basis of in-depth research	59	5	54	13	56	13
5.5 be aware of the impact of your information on the public	56	10	57	7	56	13
6.4 be able structure on the basis of relevance	56	10	52	19	55	15
4.3 be able to use all required sources effectively	54	14	54	13	54	16
6.5 be able to use new media structuring techniques	53	18	51	23	53	17
3.3 be able to adjust to unforeseen situations	51	22	55	10	53	17
9.1 have good social skills	51	22	55	10	52	19
8.1 have a clear idea of the required quality of journalistic products	54	14	50	26	52	19
4.4 have the ability to balance the stories	47	35	48	35	52	19
9.5 show insight in relations within a team	48	30	50	26	51	22
10.1 be able to present ideas convincingly	48	30	53	16	51	22
4.5 have the will to interact with the public	46	38	49	30	50	24
7.4 be able to work with technical infrastructure	49	28	49	30	50	24
9.4 show insight into own strengths and weaknesses	47	35	52	19	50	24
7.2 present information in combinations of words, sounds and images	52	20	51	23	50	24
7.1 have an outstanding linguistic competence	51	22	50	26	49	28
6.2 be able to fine-tune content and form	48	30	49	30	49	28
1.1 have a commitment to society	52	20	50	26	48	30
8.2 be able evaluate own work	53	18	53	16	47	31
4.2 have a more specialised knowledge in a field	51	22	52	19	47	31
2.4 be able to stimulate debate	47	35	49	30	47	31
1.3 be able to develop a grounded view of journalism	50	26	49	30	46	34
6.1 be able to use different types of narrative structures	48	30	45	38	46	35
1.4 understand the values that underlie professional choices	50	26	47	36	46	36
3.1 be able to make a realistic work plan	46	38	43	41	45	37
2.2 know the characteristics of different media	49	28	47	36	44	38

Standardized results	teachers (N=361)		students (N=1044)		editors-in-chief (N=360)	
	Ø	Rank	Ø	Rank	Ø	Rank
5.4 be able to select information in accordance with the genre	43	40	43	41	43	39
3.5 be able to work within budget limits	37	47	33	50	43	39
1.2 have insight into the influence of journalism in society	48	30	51	23	42	41
6.3 be able to structure in accordance with the genre	43	40	41	45	41	42
7.5 be able to cooperate with technicians	43	40	42	43	41	42
10.2 know the rights and obligations within an organisation	40	44	45	38	41	42
3.4 be able to organise contributions from the public	37	47	36	49	40	45
10.4 be able to evaluate the editorial policy	39	45	41	45	40	45
10.3 know the market conditions	39	45	39	47	39	47
7.3 master the basics of layout	36	49	39	47	35	48
10.5 know the practical aspects of being a freelancer	43	40	44	40	30	49
1.5 be able to reflect on a future career	32	50	42	44	30	49

As the data comes from two different surveys, from different points of time, no significances have been calculated

Figure 13: comparison of the weighting of the fifty qualifications by students and teachers and professional journalists

Agreement top ten and bottom ten: Teachers, students and editors-in-chief agree that «being reliable», «be able to select information on the basis of reliability» and «have a good general knowledge» are the most important qualifications. All three groups ranked these qualifications into the list of the top five. Moreover, they agree that the qualifications «to work under time pressure» and «be willing to take criticism» are two of the ten most important ones. At the end of the list (bottom ten) the agreement is even better: All agree that organisational competences («know the market conditions», «be able to evaluate the editorial policy»), as well as career perspectives («know the practical aspects of being a freelancer», «be able to reflect on a future career») are some of the least important ones. This also applies for the technical competences («master the basic of layout», «be able to cooperate with technicians), genre awareness («be able to structure in accordance with the genre») and «be able to organise contributions from the public».

Differences: Where students and teachers have the most visible differences in their weighting («have good social skills», «be able to adjust to unforeseen situations», «be able to distinguish between main and side issues», «be able to structure on the basis of relevance»), editors-in-chief always agree in their ranking with the teachers. Although not that notable, the weighting of editors-in-chief differentiates from the ones from students and teachers in several points:

- Editors-in-chief make the importance of the qualifications «show initiative» clear by putting it in second place. Students and teachers agree that this qualification is very important (putting it in position 14 and10 respectively), but think others are more important.
- The ability «to balance stories» has been ranked by editors-in-chief in position 19, by students and teachers in position 35.

- One of the ten least important qualifications for editors-in-chief is to «have insight in the influence of journalism in society». For students it is of average importance, for teachers only slightly less than average.
- Finally «be able to evaluate own work» and «have a more specialised knowledge in a field» seems to be much more important for students and teachers than for editors-in-chief.

6   Appendix

6.1   Factor analysis

Finally, a factor analysis was conducted. The aim of the factor analysis is to reduce the number of variables by finding the underlying, latent factor. In the process of the analysis variables, which don't load on a factor have to be excluded. That doesn't mean they're not important. Rather it means that they don't correspond with other variables. The factor analysis was conducted with the non-standardised values.

6.1.1   Factor analysis student results

Below the factor analysis of the students weighting is displayed. Whereas the Kaiser-Meyer-Olkin-test is good, the explained variance is only satisfactory.

	1	2	3	4
1.2 have insight into the influence of journalism in society	.772			
1.1 have a commitment to society	.703			
1.4 understand the values that underlie professional choices	.654			
5.5 be aware of the impact of your information on the public	.624			
1.3 be able to develop a grounded view of journalism	.594			
9.4 show insight into own strengths and weaknesses		.776		
9.5 show insight in relations within a team		.770		
9.3 show initiative		.665		
8.3 be willing to take criticism		.658		
7.4 be able to work with technical infrastructure			.723	
6.5 be able to use new media structuring techniques			.704	
7.2 present information in combinations of words, sounds and images			.640	
7.3 master the basics of layout			.607	
7.5 be able to cooperate with technicians			.570	
2.5 be able to discover newsworthy issues on the basis of in-depth research				.735
5.3 be able to interpret the selected information				.697
5.2 be able to select information on the basis of reliability				.568
Explained variance	27.572%	9.956%	8.252%	6.578%

Extraction methode: main component analysis, Rotation method: Varimax with Kaiser-normalisation, Kaiser-Meyer-Olkin .871, Bartlett-Test of Sparicity: Approx. Chi-Quadrat 4095.915, df 136, significance according to Bartlett .000; Explained variance 52.358%

Figure 14: factor analysis student results

The analysis shows the following coherence:
- Rank 1: Factor 4, find, select and interpret information
- Rank 2: Factor 2, personal competences
- Rank 3: Factor 1, have insight in the influence and power of journalism
- Rank 4: Factor 3, presentation of the information

6.1.2   Factor analysis teacher results

In the table below, the factor analysis for the teachers weighting is displayed. The explained variance is good (61.773%), as is the Kaiser Meyer Olkin-test with .882.

	1	2	3	4	5	6
1.2 have insight into the influence of journalism in society	.737					
1.4 understand the values that underlie professional choices	.712					
1.1 have a commitment to society	.651					
5.5 be aware of the impact of your information on the public	.643					
1.3 be able to develop a grounded view of journalism	.458					
9.4 show insight into own strengths and weaknesses		.781				
9.5 show insight in relations within a team		.756				
8.3 be willing to take criticism		.695				
9.3 show initiative		.658				
7.4 be able to work with technical infrastructure			.770			
7.2 present information in combinations of words, sounds and images			.706			
7.5 be able to cooperate with technicians			.677			
6.5 be able to use new media structuring techniques			.627			
6.3 to be able to structure in accordance with the genre				.768		
5.4 be able to select information in accordance with the genre				.743		
7.1 have an outstanding linguistic competence				.559		
2.3 be able to determine the relevance of a subject for a specific audience				.548		
5.2 to be able to select information on the basis of reliability					.791	
5.1 to be able to distinguish between main and side issues					.643	
4.3 be able to use all required sources effectively					.516	
3.4 be able to organise contributions from the public						.698
4.5 have the will to interact with the public						.660
2.4 be able to stimulate debate						.581
Explained variance	12.499	11.714	11.626	9.779	8.428	7.727

Extraction methode: main component analysis, Rotation method: Varimax with Kaiser-normalisation, Kaiser-Meyer-Olkin .882, Bartlett-test of sparicity: Apporx. Chi-Quadrat 2980.507, df 253, significance according to Bartlett .000, Explained variance 61.773
Figure 15: factor analysis lecturer results

- Rank 1: Factor 5, find, select and interpret information
- Rank 2: Factor 2, personal competences
- Rank 3: Factor 1, have insight in the influence and power of journalism
- Rank 4: Factor 3, presentation of the information
- Rank 5: Factor 4, linguistic competences, genre awareness
- Rank 6: Factor 6, interaction with the public

6.2   Questionnaire

Thank you for participating in this survey. This study is a project by EJTA - The European Journalism Training Association conducted by the University of Applied Sciences in Winterthur. Its aim is to find out which journalistic competences are of particular importance for journalism training, which competences a graduate of a journalism school should have. It will take you about 10 minutes to complete the questionnaire.

Are you a teacher/academic/lecturer or a student? .
teacher/academic/lecturer
student

At which institution do you work/study?
- please choose...
- Albania: Albanian Media Institute

- Austria: Donau-Universität Krems
- Austria: Kuratorium für Journalistenausbildung
- Belgium: XIOS Hogeschool Limburg
- Belgium: Hogeschool West-Vlaanderen
- Belgium: Institut des Hautes Etudes des Communications Sociales
- Belgium: Katholieke Hogeschool Mechelen
- Belgium: Erasmus Hogeschool Brussel
- Belgium: Plantijn Hogeschool

- Belgium: Arteveldehogeschool
- Bulgaria: Sofia University
- Croatia: Zagreb University
- Denmark: Danmarks Journalisthøjskole
- Denmark: University of Southern Denmark (CfJ)

- Estonia: Tartu University
- Finland: University of Helsinki
- Finland: University of Jyväskylä
- Finland: University of Tampere
- Finland: Haaga-Helia University of Applied Sciences
- France: Centre de Formation et de Perfectionnement des Journalistes
- France: Institut Pratique de Journalisme
- France: Science-Po – Ecole de Journalisme
- Germany: MedienQualifizierung GmbH - Akademie für Hörfunk und Medien
- Germany: Deutsche Journalistenschule
- Germany: Kölner Journalistenschule für Politik und Wirtschaft
- Germany: Hamburg Media School
- Germany: Akademie für Publizistik
- Germany: Hochschule Bonn-Rhein-Sieg University for Applied Sciences
- Germany: Jade University of Applied Sciences Institute for Media Management and Journalism
- Ireland: Dublin Institute of Technology

- Lithuania: University of Vilnius
- Lithuania: Vytautas Magnus University
- Macedonia: School of journalism and Public Relations
- The Netherlands: European Journalism Centre
- The Netherlands: Fontys Hogeschool Journalistiek
- The Netherlands: Hogeschool Utrecht

- The Netherlands: Hogeschool Windesheim
- The Netherlands: Christelijke Hogeschool Ede
- Norway: Oslo University College
- Poland: Warsaw University
- Portugal: Centro Protocolar de Formação Profissional para Jornalistas
- Romania: Bucharest University
- Russia: M.V. Lomonosov Moscow State University
- Slovakia: Comenius University
- Spain: Mondragon University (HUHEZI)
- Spain: Fundación Escuela de Periodismo UAM - El País
- Spain: CEU San Pablo
- Spain: Universidad Cardenal Herrera-CEU
- Sweden: Goteborgs Universitet

- Sweden: Mittuniversitetet

- Sweden: University of Kalmar
- Sweden: University of Stockholm
- Sweden: Södertörn University
- Switzerland: MAZ - Die Schweizer Journalistenschule
- Switzerland: Zurich University of Applied Sciences

- United Kingdom: City University London
- United Kingdom: Napier University
- United Kingdom: University of Lincoln

- United Kingdom: Southampton Solent University

- other

other school: _____

What programm do you study?
- Certificate
- Bachelor degree
- Masters degree
- Other

In which semester do you study? _____

Do you work at least 50% for a school/university teaching journalism?
- yes
- no

Do you <u>mainly</u> teach journalism?
- Yes, I mainly teach journalism
- No, I mainly teach other subjects

The importance of different journalistic competences On the following pages we'll present you 50 journalistic competences. Each of them can be important, but considering the fact that journalism schools don't have the resources to invest in all of them, decisions need to be made. Please indicate to us how you would decide which of the competences you would especially bring forward. Which qualifications will be important for a beginner journalist, which ones are of average importance and which ones are even unimportant?

Please rate on the following pages the importance of different journalistic competences in about five years for a beginning journalist . Which of the competences are of average importance (leave the slider in the middle), which are less important (drag the slider to the left) and which are more important (drag the slider to the right) in journalism practice? Use the slider to graduate. Please answer the questions from your own perspective.

How important is the competence to be able to ….

- discover newsworthy issues on the basis of in-depth research
- determine the relevance of a subject for a specific audience
- interpret the selected information
- organise contributions from the public
- make a realistic work plan

❑ I've completed the questionnaire on this page.

How important is the competence to be able to ….

- select information in accordance with the genre
- select information on the basis of reliability
- take responsibility for the choices made during the process
- evaluate the editorial policy
- use different types of narrative structures

❑ I've completed the questionnaire on this page.

How important is the competence to be able to ….

- distinguish between main and side issues
- work within budget limits
- reflect on a future career
- work with technical infrastructure
- fine-tune content and form

❑ I've completed the questionnaire on this page.

How important is the competence to be able to ….

- work under time pressure
- use new media structuring techniques
- structure in accordance with the genre
- take responsibility for the product
- use all required sources effectively
- structure on the basis of relevance

❑ I've completed the questionnaire on this page.

How important is and will be the competence to be able to ….

- stimulate debate
- evaluate own work
- adjust to unforeseen situations
- cooperate with technicians
- develop a grounded view of journalism
- present ideas convincingly

❑ I've completed the questionnaire on this page.

How important is the competence to have a….

- clear idea of the required quality of journalistic products
- commitment to society
- good general knowledge
- more specialised knowledge in a field

❑ I've completed the questionnaire on this page.

How important is be the competence to have ….

- an outstanding linguistic competence
- good social skills
- insight into the influence of journalism in society
- the ability to balance the stories
- the will to interact with the public

❑ I've completed the questionnaire on this page.

How important is the competence to know ….

- current events
- the characteristics of different media
- the market conditions
- the practical aspects of being a freelancer
- the rights and obligations within an organisation

❏ I've completed the questionnaire on this page.

How important is the competence to….

- master the basics of layout
- present information in combinations of words, sounds and images
- understand the values that underlie professional choices
- be aware of the impact of your information on the public
- be reliable

❏ I've completed the questionnaire on this page.

How important is the competence to ….

- show initiative
- show insight into own strengths and weaknesses
- show insight in relations within a team
- be willing to take criticism
- use narratives to weave together fragmented observations to construct meanings

❏ I've completed the questionnaire on this page.

Thank you very much for taking part in this survey!