

# EJTA 2014

JYVÄSKYLÄ



# RENEWING JOURNALISM THROUGH EDUCATION

**OVER THE YEARS** there have been numerous debates in Europe over the nature of journalism and journalism education. At the far ends of the continuum are, on one side practitioners who believe that the status quo in the industry is the norm and newcomers only need to internalize this norm, while on the other end scholars firmly believe that everything should change and an academic approach is the only way to achieve that.

Most of the debate centers around four dilemmas of the European journalism schools: about the concept (should courses be aimed at journalism in a strict definition or at everything that can be considered as being related to ‘the media?’), about the kind of expertise (should journalism education be primarily focused on practical skills or on academic reflection?), about the focus (should the training be for current practice or for an expected practice) and about the mission of the schools (should education be aimed at journalism as it is actually developing or as we would wish it to develop?).

These dilemmas become even more difficult to deal with now that European journalism is fundamentally

and rapidly changing. As our guest speaker Donica Mensing has put it: “The practices of today were created during a time when information was scarce and distribution was generally one way through channels that had monopolistic advantages that no longer exist. Students now need to develop a different set of skills to deal with information abundance, network distribution, intense competition and a communication process that is interactive, asynchronous and nearly free”. The EJTA Conference in Jyväskylä on the “Impact of Social Media on Journalism and Journalism Education” focuses on the experiences of using and teaching social media in journalism. It is the perfect opportunity to continue the discussion on how journalism schools can become innovators instead of followers.



*Nico Drok*

# HIGHLIGHTS

**04**

**DATA JOURNALISM  
TODAY**

**10**

**STUDY HARD, PARTY  
HARDER**

**15**

**PROS IN THE MAKING**

**16**

**THE LOCAL PAPER OF  
THE CAMPUS**

**18**

**KEY SPEAKER:  
TOM MORING**

# DATA JOURNALISM **TODAY**

Data journalism is no longer just a future trend in media. It is a current trend and needs to be taken into account in both modern journalism research and education. The University of Jyväskylä's data journalism gurus, Heikki Kuutti and Turo Uskali, share their outlooks on the subject.

*Petra Nykänen*



**AT THE** University of Jyväskylä and the Department of Communication the current two-year research project, Working Practices in Data Journalism Research, conducted by Heikki Kuutti and Turo Uskali, is groundbreaking both nationally and internationally.

“So far scholars have researched data journalism very little. We are a part of the first wave of the academic research on data journalism”, Uskali explains.

The research covers the current state of data journalism in the pioneering countries of the United States and the United Kingdom, as well as in Finland.

“Finland is just now entering the field of data journalism.”

According to Uskali there are two streams of data journalism. The first is connected with the tradition of investigative journalism. It is therefore slower and more demanding. Journalists have to work hard to collect the proper data for their stories.

The second stream is the one of everyday journalism. It is more rapid, since it has to happen at the pace of fast-tempo news reporting. In this stream, journalists use the available data and try to make the most out of it.

**USKALI SEES** a huge potential in data journalism. No matter what the subject of the story is, it can be linked to data. This way journalism can become more profound. Working with data enables journalists to create a bigger picture on a certain news event.

He also thinks data journalism can equalize media.

“Where the traditional investigative journalism has become the privilege of a few rich media, data journalism can expand to smaller media as well. In the UK, for example, data journalism started in the big national media and spread all the way to local newspapers”, he says and continues:

“As a concept data journalism has been adopted to journalism very rapidly, whereas usually new

concepts go live rather slowly. Professionals see the potential in data journalism, and therefore the concept has been quickly acknowledged.”

**WHEN MEDIA** start to produce data journalism, they first set up a data desk. These desks are usually made up of a couple of journalists, a graphic designer and a coder. In Finland data desks educate journalists in the use of programs such as Excel.

Uskali emphasizes that even though there aren't many data journalists in Finland yet, the Finnish data journalism is very high-quality.

“In Finland these desks are in use in the nation's largest media Helsingin Sanomat and YLE. These

## “AUTHORITIES STILL SEEM TO LIVE THE STONE AGE.”

two national media are at the top of Finnish data journalism. In fact, Helsingin Sanomat won the first ever Nordic data journalism award last year.”

Kuutti mentions that leading data journalism projects is still problematic in the Finnish media. Doing data journalism is far from organized. Instead it is entrusted to a bunch of journalists who do occasional stories with random data.

“In data journalism projects the supervision by the editors-in-chief plays an important role. At the moment this kind of supervision and leadership is very poor in our country. I bet very few of the Finnish editors-in-chief actually know if, or how, their editorial staff is work-

ing on data journalism.”

**EVEN THOUGH** data journalism has become a bigger part of journalistic work, the authorities still hesitate to give data to media. The main reason for this is lack of awareness.

The authorities don't know what journalists will do with their data, nor what results the data will produce.

Kuutti reminds us that, according to Finnish law, data is just as public as any other authority document – whether it's in print or not.

“There are a lot of excuses to avoid releasing data. The fear of unwanted information being revealed is huge. The authorities don't have the same kind of control over journalists as they do when giving interviews or press releases. When journalists have data, they hold the upper hand in the situation.”

One of the biggest problems in data journalism today is also the fact that the authorities aren't required to even operate digital databases.

“Authorities still seem to live the Stone Age. They use papers and folders in their administration. When a journalist requests data from the authorities, there might be no such thing. The authorities don't work in a similar kind of digital environment as the journalists do. Only when authoritative operations digitize, can data journalism become well-functioning”, Kuutti says.

**BOTH KUUTTI** and Uskali have found out that here are big regional differences on getting data in Finland. For example, in Jyväskylä getting data from the authorities is still a slow process.

In Helsinki data journalists are in a much better position. The capital city is a leader in Finnish data journalism.

“[In the context of] open data, the whole Europe is actually lagging. For years the European Union has advised countries to use open data, but in practice this has happened very slowly. Only is the UK a European leader in this”, Uskali sums up.

# ON TEACHING DATA JOURNALISM: THERE IS STILL A

**FINLAND IS** ahead of most other European countries when it comes to teaching data journalism. In Finland all the journalism schools have, or have had, data journalism courses in their curricula.

Uskali thinks the only right way to teach data journalism is to pilot new courses, where students can learn from the process on the fly.

“Students have to learn to react to rapid changes of the environment and also get by in the world outside school.”

He emphasizes that teaching data journalism is very much team work. Cooperation with other experts on the field is the key element in the quality of data journalism teaching.

“One teacher cannot have all the knowledge. In Finland, teachers in different universities work together, and we also use the teaching material of our international colleagues. We’ve got several networks for both data journalists and data journalism students and teachers. For example, in Facebook there are groups where people collectively ask for help and solve each other’s problems in data journalistic cases.”

Uskali believes that creating new forms of cooperation is just as important.

**KUUTTI REMINDS** that as long as data journalism courses are part of the journalism syllabus, the aim of the courses has to be primarily journalistic.

“Journalism has to be in the center part, and data should only work as a tool in the process. One key question in data journalism, in general, is who defines the news: is it the data or is it the journalist?”

Kuutti and Uskali have now taught a data journalism course



One of Finland’s first data journalists Esa Mäkinen tells about data journalism in Helsingin Sanomat. On the background

on two occasions for the journalism students at the University of Jyväskylä. Kuutti thinks in the future the course should be integrated with news reporting courses.

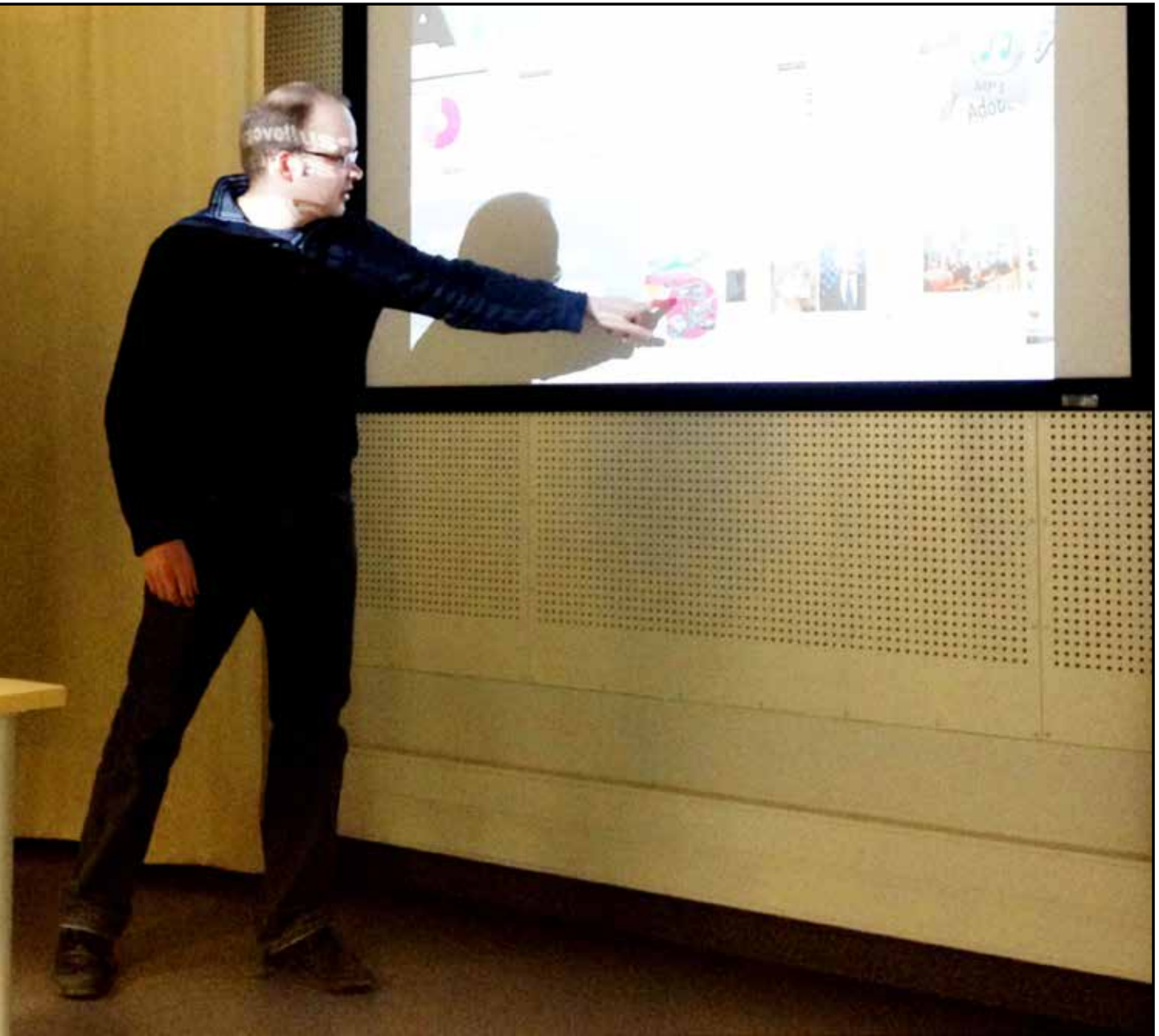
“Instead of seeing data journalism as just an independent branch in journalism, it should be introduced to students as one technique of in-

formation gathering and analyzing.”

During the two courses Kuutti and Uskali have faced some difficulties. The first lesson learned is that getting data is still extremely hard and slow.

“If there will be a separate data journalism course in the future too, the requirement for it has to

# A LOT TO LEARN



And Turo Uskali live streams the lesson with Bambuser.

be getting data fast – preferably in advance, before the course even starts. Sometimes getting the requested data might take for months, years even. We haven't got time for that. We've got only one semester", Uskali points out.

He thinks there is a need for both basic and advanced level data

journalism courses.

"For a successful advanced level course we need to build up collaboration with the Department of Computer Science and Information Systems. Forming teams of journalists and coders would be a good way to teach data journalism at an advanced level. Right now we teach

journalism-driven data journalism, but for the future we see a potential in the cooperation of these two Departments. As said, data journalism is very much team work."

*Read more about Kuutti and Uskali's research: <http://dajoresearch.blogspot.fi/>*

# ABOUT SOCIAL MEDIA

How do you use it?



## LAURI, 23

**What do you study?** Sport Coaching and Fitness Testing  
**How often do you use social media?** 1-2 hours per day  
**What social networks do you use?** Facebook, Twitter, Instagram  
**Do you use social media for studying?** Yes, mainly for group-working.  
**Newest social media addiction?** Instagram  
**Date when joined Facebook:** 11 January 2008  
**Amount of friends on Facebook:** 1,095  
**Number of tweets on Twitter:** 32

## PAULIINA, 25

**What do you study?** Journalism  
**How often do you use social media?** 9 hours per day  
**What social networks do you use?**  
Facebook, Instagram, WhatsApp etc.  
**Do you use social media for studying?**  
Yes, for example in our datajournalism course  
**Newest social media addiction?** Pinterest.  
**Date when joined Facebook:** 13 November 2007  
**Amount of friends on Facebook:** 534  
**Number of tweets on Twitter:** 38



## JENNA, 29

**What do you study?** Health Education  
**How often do you use social media?** All most all the time, 10 hours per day  
**What social networks do you use?** Facebook, WhatsApp, Tinder, Instagram  
**Do you use social media for studying?** Not really, I just keep in touch with my schoolmates.  
**Newest social media addiction?** Tinder  
**Date when joined Facebook:** 14.2.2009  
**Amount of friends on Facebook:** 356  
**Number of tweets on Twitter:** None





# CONFESSIONS OF A COMMUNICATION STUDENT

*Christina Boman*

**IT'S JULY 2009.** I have just received a thick envelope from the University of Jyväskylä. I feel nervous as I carefully open the envelope, my hands shaking and head spinning. I got in!

My Dad thinks something is terribly wrong as he hears my screaming while he has been filleting a fish on the porch. After liters of tears of joy and hazy explanation, the ordinary family dinner suddenly turns out to be congratulations-Christina-on-getting-accepted-in-the-university -party. This is where my journey as a Department of Communication student in the University of Jyväskylä begins.

**”THE MISSION** of the Department of Communication is to produce high-quality research in the field of communication and media, to provide critical and ethical academic education for future communication and media professionals, and to participate actively in the international research community and the Finnish society.”

The Department of Communication offers four different subjects: journalism, intercultural communication (master programme), speech communication and organizational communication and PR. I started out as a speech communication student.

**IN 2011,** I was also encouraged to spread my wings and fly abroad. With a little help from the Finnish air company, I eventually landed in Aberystwyth, Wales, to experience

the time of my life. Erasmus life. I'm pretty sure Erasmus was the significant factor that made me want to learn more about intercultural studies - which I'm now happy to read as a minor.

We have also had many visiting lecturers from all around the world. For example, last semester we had an opportunity to learn about International Media and Communication and Terrorism by David Zuckerman. This semester we had a topical lecture about branded journalism by Ebele Wybenga.

**BUT DESPITE** all the fun and opportunities, being a student isn't always easy. In fact, after finishing my second year, I started to doubt whether this was the right place for me at all. Liters of tears of joy turned into liters of tears of anxiety about the future. It was time for a break.

**“BEING A  
STUDENT  
ISN'T ALWAYS  
EASY.”**

So I moved to a tiny city to study music in a boarding school. I guess I've always been the one with random life decisions. But it took the anxiety away. During that year off, I learned a lot about notes, instruments and most importantly – myself. One of the biggest lessons to learn was what I actually wanted to do “when I grow up”.

**IN 2012** I made a comeback. But this time as journalism student. And I'm still rocking it!

The department warmly welcomed the prodigal son (or daughter) back. This was when I realised I was home. There has always been someone (usually our lovely Department of Communication assistant Sari Mäkikangas) for me - whether I've needed some guidance with my future plans (which multiple times has got me questioning my activity during the lectures of critical decision making), a shoulder to cry on when I've been sure that I'm never ever going to graduate or a person to high five with after getting the internship place that I desperately wanted.

**I'M FINISHING** my second year as journalism student but I might say that I'm already an old stager as a communication student. My roots will always stay in speech communication – even though I ended up becoming a journalist after all. I chose my own path but I wouldn't have gotten here without some road signs that our Department has offered along the way.

**IT'S APRIL 2014.** I basically live in the middle of cardboard boxes, unable to find anything to wear from the sea of waste bags and my calendar is full of to do -lists. I am soon moving to Helsinki where I'll get my first steps in the field of working life.

So the journey continues: from student to internship trainee – and one day to a real communication and media professional.



Students queuing to a party. In the Department of Communication, the journalism students wear green overalls, the speech communication students wear red overalls and the organizational communication and public relations students wear black overalls.

# STUDY HARD, PARTY HARDER

Student life is not only studying. Approximately every third person in Jyväskylä is a student, so it is clear that the student life in the city is also lively.

*Maija Aaltonen*

**THE MOST** visible indication of the students' presence in the city is their student overalls. Wearing



You can decorate your overalls however you want.

the overalls is a tradition in Finland and they come in all colours of the rainbow. To fellow students, the colour of your overalls tells where and what you study. Students wear their overalls to student parties and other events. It is also a tradition to decorate your overalls with the badges you get from different events.

**ONE OF THE** biggest events of the study year is Kauppakadun Appro - a beer rally, which is arranged every autumn. Every participant receives a map and a diploma ('study record'). The diploma is for collecting stamps ('credits') by visiting and having a drink in different

downtown bars and restaurants, which are shown on the map. This study tour culminates at some of the nightclubs in Jyväskylä. These clubs are the places where the



The study record for Kauppakadun Appro.

'study records' are evaluated and participants will receive a badge upon successful completion of their studies. The highest degree you can complete is *the überdoctor* and in order to successfully complete this degree, you need to pour 19 drinks down your throat!

**ANOTHER BIG** event for the students is a national two-day celebration called Vappu, in English known as Walpurgis Night. Student traditions are the main characteristics of this holiday. For most university students, Vappu starts a week earlier than the day of celebration. The 30th of April mainly consists of different events and activities and culminates with a large party in the evening.



One of the Vappu traditions is putting a student cap on a statue.

**TRADITIONALLY**, the 1st of May is celebrated by a picnic in a park - in Jyväskylä on the Ridge. For most, the picnic is enjoyed with friends on a blanket with good food and sparkling wine. The picnic usually starts early in the morning, as some of the previous night's party-goers continue their celebrations undaunted by lack of sleep. Student caps, streamers and balloons have their role in the picnic, as well as in the celebration as a whole.

**ANOTHER FINNISH** speciality is sitsit, a sitting or a seated party.



The theme of the last sitsit-party was the Olympics. Every sitsit-party has a theme the participants dress to. There has been for example a space theme, senior citizens theme and a teenager theme.

Sitsit-parties, arranged by different faculties, occur about four times a year. The aspect that makes these events special is that the parties have a certain theme according to which the participants must dress up. The participants also have to follow certain rules during the party, for example, you can only drink with your left hand, you are not allowed to leave your seat without permission, you cannot clap your hands and so on. The rules vary between organizers. Nevertheless, the main rule is that if you violate any

of these rules, you will get a punishment.

**THERE ARE** also many events, which do not include drinking or partying. The university of Jyväskylä arranges sport activities throughout the winter, such as downhill skiing, ice-skating or outdoor games. The university also has many representative teams in different sports, such as floorball, football, basketball and etc. Many faculties also arrange game-nights and other kinds of alcohol-free events.

The University of Jyväskylä arranges alcohol-free activities throughout the winter. The university also has many representative teams in different sports.



# AGAINST THE ODDS AND COLD WEATHER



Carolina Giammei (right) wasn't afraid of the cold winter of Jyväskylä when she decided to make her dream come true and come to Finland as an Erasmus exchange student.

Every semester, the University of Jyväskylä welcomes hundreds of international students from around the world. It is clear that Jyväskylä has definitely become an international meeting point for students from all around the world.

*Christina Boman*

**ONE OF THESE** international students is Carolina Giammei, a chemistry master programme student from Italy. She spent the spring semester in the University of Jyväskylä in 2013.

“One of my dreams was to come to Finland one day. I thought that I could spend a semester in Finland – so I did! It was the best choice of my life”, Giammei says.

**DESPITE ALL** the common doubts about Finland's weather, Giammei wasn't afraid of the chilly winters or the distant location. She admits that relating her choice of

exchange destination usually causes raised eyebrows and curious questions.

“I don't see why so many people think it's impossible to live in a

place with -30 Celsius (-22 Fahrenheit). After all, the everyday life is the same.”

She also had the courage to travel all the way to Lapland and

Giammei and her friends also visited St. Petersburg in Russia.





Goodbye padded winter clothes – the Finnish summer is finally here!

mentions the beauty of the northern lights – not forgetting the Midnight Sun in comparison.

**GIAMMEI WAS** delighted by Jyväskylä’s nature, variety of sports and in her own words “the lovely people” she met but she also highlights her good experiences of the University.

“The University was quite dif-

ferent, for example when it comes to the exams. You’ve got a lot of

“I REALLY FELT  
AT HOME.”

computers, printers and cafeterias pretty much everywhere”, she says. She also gives credit for the good

location, organization and services.

**HOW ABOUT** taking a trip back one day? Giammei says she really hopes to do so one day since Jyväskylä will always have a special place in her heart.

“I really felt at home. I met a lot of people, got really great friends and they became my little family abroad. I was really happy.”

Furry friends from a trip to Lapland.



Erasmus is more than just a long party

# LEARNING TO SURVIVE

*Maija Aaltonen*

**WHEN I** started my Erasmus, in spring in Zwolle, in the Netherlands, I had never been abroad alone. It was scary to move to another country all by myself. I did not know anybody there, I had never even visited the Netherlands before. I did not speak the language or know the culture.

**I ARRIVED** at Zwolle's railway station without a clue to which direction I should go next. On my first night I got lost on my way to a supermarket. In the pouring rain. Without an umbrella. In a city I did not know. It took me an hour to get back where I started, obviously, without any food.

**AS MY** "good" luck continued, the shower of my room stuck and I managed to flood the floor, which was carpeted. The housekeeper did not speak English and I did not speak Dutch. Somehow I managed

to get him to fix it. The carpet was wet for days.

**I SHARED** the whole floor of an apartment building with 12 other Erasmus students. We had a shared kitchen and a living room. Little did we know that we also shared some pets, mice I mean. One morning, we also had pigeons in our kitchen.

**“ERASMUS IS A WONDERFUL, ONCE IN A LIFETIME EXPERIENCE.”**

**BECAUSE THE** Dutch love to cycle, I bought myself a second hand bike to make getting around easier. It got stolen one hour after I got it. From inside our house. I bought a

new bike, which broke down quite soon.

**THE BEGINNING** of my Erasmus was not the easiest and there were times when I wanted to give up and go home.

My experience might not sound so great, but actually, it was. I met lovely people and made friends for life. I loved the school there and I learned a lot. I had a lot of fun partying, travelling and just living the Dutch life.

**PEOPLE TEND** to think that Erasmus is just a long, big party. Yeah, mostly it was, but more importantly it is a lesson in life. I learned to survive. Despite the difficulties, I survived. And I made it all on my own. Without my parents, family and friends. All alone. I got more independent, stronger and actually, I grew up. I learned not to stress out all the time and I learned not to mind the little things.

**PEOPLE OFTEN** wonder about going abroad. They say it is scary and they fear that something will go wrong. I tell them that most likely *everything* will go wrong. You will get lost, something will most likely get stolen, you have to deal with people who do not speak English and yes, you will be homesick and want to give up.

**IF EVERYTHING** had gone great for me, I would not remember that much. I would not remember because it would not have been anything special. I would not have learned to survive.

Erasmus is truly a wonderful, once in a lifetime experience that will stay with me forever.



# PROS IN THE MAKING



Journalism students get to practice making TV inserts among others. A group of students led by Panu Uotila is evaluating their work.

*Nita Lohi*

**THE DEPARTMENT** of Communication at the University of Jyväskylä teaches four major subjects. Journalism studies prepare students for journalistic work, whereas Speech Communication concerns itself with interpersonal communication. Organizational Communication and PR focuses on communication between organisations. The youngest subject is Intercultural Communication.

“The main idea is to train professionals in communication”, says Marko Siitonen, Pedagogical Head of the department.

“Variety has traditionally been our strong point. Since there are many different points of view at our department, our students have a possibility of developing deep understanding of not only journalism, but also other kinds of communication.”

Flexibility can already be seen as students begin practical training.

“At the end of the day, graduates end up in a variety of communication professions instead of strictly

abiding by their major subjects.”

**STUDYING AT** the Department of Communication is more practical than the typical university-level education. Journalistic courses teach students many practical skills, such as making news for different media or constructing a datajournalistic story.

“Practical training in working life, such as at media organisations, has long been mandatory in our subjects”, Siitonen explains.

**“VARIETY IS OUR STRONG POINT.”**

Balancing teaching practical skills with research skills and academic content continues to be an important goal in developing communication education at the University of Jyväskylä. The department must differentiate its education from vocational schools while also honing the students’ practical skills.

“We cannot completely prepare you for work, but we will educate you in the basics. Teaching someone how to edit a videotape quickly becomes out-of-date, but teaching one how to think ethically and critically does not”, Siitonen says.

**THE DEPARTMENT** is constantly updating its curriculum. New media have caused major changes both in the world of communication and at the university. There has been a lot of concern for the future of traditional journalism, but in Siitonen’s opinion, some of it is unfounded.

“Many traditional media organisations may be in trouble, but other businesses that were originally in completely different areas are now expanding to communication and media. We have to remain critical of the changes, but our expertise is still needed”, Siitonen says.

Siitonen sees interdisciplinary collaboration as a way of the future.

“Working people come from a variety of backgrounds. I think this can be applied to studies as well. We should invest in collaboration between subjects and departments.”



Everyone is busy on the day before the next Jylkkäri goes to print. Reporter Tatu Onkalo is on the phone.

# THE LOCAL PAPER OF THE CAMPUS

Nita Lohi

On a quiet Wednesday, two rooms in a corner of the Opinkivi building are bustling. Three people are hard at work, papers lie scattered around, printouts of front pages are hanging on the wall. It is the day before the University of Jyväskylä's student newspaper goes to print.

The first issues of *Jyväskylän*

*Ylioppilaslehti*, "The Student Newspaper of Jyväskylä", were printed in 1960 as a special publication to raise money for a student apartment building. In the following year, the paper got its current name, *Jylkkäri* for short.

Nowadays, *Jylkkäri* comes out once every three weeks during each semester. *Jylkkäri* has a circulation of 6000, and it is read by stu-

dents, alumni and personnel of the university.

**ON THE** following Monday, March 31st, the new issue of *Jylkkäri* can be picked up at stands all around the campus. On its pages you can read about the problems of foreign exchange students seeking work after graduation, the career ambitions of teacher students or the story of a



renowned grill popular among students.

“You could say that *Jylkkäri* is the local newspaper of the University of Jyväskylä”, editor-in-chief Minna Tiainen says. “We mainly deal with topics concerning students and the city of Jyväskylä. With each story idea, we ponder its significance to our readers.”

Besides features, *Jylkkäri* includes editorials, columns, articles in English for exchange students and a themed map with points of interest. The last page features an interview with a person somehow connected to the university, such as an alumnus or a former teacher.

“We approach our themes in a variety of ways. We get many story ideas from contributors and we want to give a voice to as many people as possible”, Tiainen explains.

**THOUGH IT IS** not required to one to be a student to write for *Jylkkäri*, the vast majority of its reporters and contributors either currently study or are graduates of the university. The Department of Communication also provides a large number of journalism students who are eager to contribute.

Despite the prevalence of journalism majors, *Jylkkäri* is meant to be easily approachable for people without experience in the field.

“Most of our stories are written by contributors, and we guide them throughout the process. Journalism students tend to already have a lot of skills, but we want people to be able to come here and learn how to make a newspaper”, Tiainen elaborates.

With an editorial staff of three, the work rhythm at *Jylkkäri* is very different from mainstream media. What it shares with them is the drive to make quality journalism.

“Despite our small size, we have good opportunities to make the kind of newspaper we want”, Tiainen says. “We strive to make every story as good as it can possibly be. A student newspaper offers its readers a voice and brings out topics that are important to them but are not discussed in other media.”

**AS THE INTERNET** and social media have become a huge part of students’ lives, they have impacted on the student newspaper as well. On *Jylkkäri*’s website you can find a digital version of the paper and

most of its content in web format. There are also detailed instructions for contributors on how to write your own story for *Jylkkäri*.

“The Internet is becoming more and more important in our daily work”, Tiainen says. “We follow what happens at the university and publish news on the web while the next issue is still in the making”

Many traditional media are pondering their future in the wake of new media. At *Jylkkäri*, it has been decided that the paper version is the main product for the present.

“Our newspaper gets picked up and read at the caféteria, and graduates read it to keep up with the events at the university. Right now it makes sense to focus on the paper version”, Tiainen explains.

Besides the traditional paper version, *Jylkkäri* now has supplementary activity on the Internet – discussions and exchange of story ideas on *Jylkkäri*’s Facebook page.

“Building such a community is important for a student newspaper. Our editors cannot be everywhere on the campus at once, so an online community allows people to discuss current topics without a third party in between”, Tiainen says.

*Jylkkäri*’s editorial staff of three is currently headed by Minna Tiainen.



# KEY SPEAKER:

## TOM MORING



*Niko Hildén*

### **Hello Tom, how has your year started?**

By working - and indeed, in an interesting field. The quite rich Swedish language media in Finland (eight daily newspapers, two radio stations and one television channels) have asked for a vision for how Swedish media can cope in the future. Business models change, media take on new roles - currently I am knee deep in this study, which have given me a chance to interview all key actors in this field.

### **Could you please tell a little bit about yourself and your career?**

If you ask about my personal work history, well, that is a long story. I started out as a newspaper journalist in the yellow press in the last years of the 1960s. Since, I have worked myself through the radio and television. All types of news, current affairs, and cultural programmes have occupied my time; even some theater and radio theater plays. Then studies in political science, a professorship in journalism, a return as programme director for the Swedish radio in Finland, and a couple of years working with minority language issues in an NGO in Brussels, establishing of a news agency there.

Then work as Professor of Journalism in the Swedish School of Social Science at University of Helsinki, a side kick as Professor II of Journalism at the Sámi university College, and a period as visiting at Stock-

holm University, which granted me a honorary doctorate. Much of my research has concerned minority languages around Europe, and particularly the role of the media. I have also been internationally engaged in research on political communication.

### **You are one of the key speakers in this EJTA Conference. What are the main points of your speech? Why do you find this topic important?**

In the EJTA meeting, I am going to address questions that relate to the changes in the media sector - economical conditions for one, but also on a more positive note possibilities to do new things in new ways. My particular approach comes from experiences of media that are close to the audience, often in marginal positions in society, where media take on a particular importance for cultural survival and development. Why is this important today? Because in a global perspective we are all small and vulnerable, we all have to consider aspects of marginalization.

### **The theme of the conference is “Impact of social media on journalism and journalism education”. What do you think about the theme?**

Social media has raised enormous interest among journalists already. Here the first hype may be over. Journalists routinely work with Twitterers, one may only look at, for example, the Arab Spring, the Sochi Olympic Games, or the Ukraine crisis for evidence. Media form a totality where social media is part, and

“WE  
ARE ALL  
SMALL AND  
VULNERABLE.”

their role will grow. Young people are expected to be automatically literate in the use of social media. But in my experience, before their journalist education, spontaneous users do not think in terms of the dialogue between social media and mass media. This will be a key field of development of journalist education in the near future.

### **What social networks do you use?**

I keep a low profile on the networks where I am active - Facebook, YouTube, Twitter, LinkedIn; and on demand sites such as Spotify, Netflix and other. This is time-saving for a person who already has to cope with several hours of e-mailing every day. When I use these networks I use them for a purpose.

### **Thank you for your time and answers!**

Thanks to you!

# PROGRAMME

## IMPACT OF SOCIAL MEDIA ON JOURNALISM AND JOURNALISM EDUCATION

May 22, 2014

Campus of the University of Jyväskylä, Agora building

**8.30-9.30**

Registration

**9.30-10.00**

Opening

Head of the Department of Communication Prof. Epp Lauk

Dean of the Faculty of Humanities Prof. Minna-Riitta Luukka

President of EJTA Prof. Nico Drok

**10.00-10.45**

Key note speech by Prof. Tom Moring (Swedish School of Social Science, University of Helsinki):

Breaking out of tradition – survival strategies for Swedish media in Finland

**10.45-11.15**

Timo Hytönen (YLE Keski-Suomi): Teaching television news production in multimedia context

**11.15-11.45**

Maarit Jaakkola (University of Tampere): Using social media in journalism teaching

**11.45-12.15**

Turo Uskali and Heikki Kuutti (University of Jyväskylä): Teaching datajournalism

**12.30-14.00**

Lunch

**14.00-14.50**

Ville Grahn (Keski-Suomalainen): The future of regional newspaper in the time of social media

**14.55-15.45**

Reetta Nousiainen (Long Play/Haaga Helia): Best practice in journalistic innovation in digital era and survival of the quality of journalism

Comments by: Donica Mensing (Reynolds School of Journalism, University of Nevada)

**15.45-16.00**

Closing of the conference

**17.00-17.45**

Visit to regional public forecasting company YLE Keski-Suomi (Group 1)

**17.00-17.45**

Visit to regional daily newspaper Keski-Suomalainen (Group 2)

Conference dinner at Savutuvan Apaja - The boat leaves from Hotel Alba at 18.45!

