Learning through practice: A comparative study of student and graduate perceptions of learning to be and becoming a journalist.

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Abstract:

This study examines approaches to learning and teaching journalism through practice at two UK Higher Education courses accredited by the UK Broadcast Journalism Training Council (BJTC).
It explores how students and recent graduates from the two courses perceived their learning to take place and when, if at all, a professional identity as a journalist is created.
Using the methodology of case study, it examines two examples of learning the skills of journalism through experiential and situated learning perspectives.

The research identifies hands-on experience, making mistakes, repetition and reflection as ways in which students perceive their learning to take place. Hands-on experience and repetition also contribute to making students 'feel like a journalist'. The study also identifies a sense of pride that develops in students as a result of creating a physical product. When this product is placed in the public domain, this creates a sense of reality and public responsibility which contributes to their professional identity. The research also explores the role of critical reflection in the learning process. It recommends a hybrid model of experiential learning for BJTC courses that embeds critical reflection in the industry-style production days, known as newsdays, to create flexible and adaptable graduates required by industry. Other recommendations for newsday providers that have arisen from this thesis include not assessing newsdays on content, blocking the days together and harnessing the public responsibility in students to create a real public service journalism. In addition, it recommends more training in preparation for internships before students are 'thrown in the deep end' and a careful framing of selective internships to avoid creating divisions in the cohort, recommendations that could potentially apply wider across other vocational disciplines in HE.

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Chapter 1: Introduction

1.0 Opening comments

When I started my first job as a junior reporter, my editor told me that no course could make me a journalist. "It's either in you or it's not." he said. I believed this for many years until I started teaching journalism in Higher Education (HE). I asked myself, if journalism was instinctive, why did we need to teach it and what was the best way to do this to instil others with the same passion for the job I had when I was a journalist?

American newspaper publisher Joseph Pulitzer stated in 1904 that "before the century closes schools of journalism will generally be accepted as a feature of specialized (sic) higher education like schools of law and medicine." (Adam, 2001:315). While there has been a huge growth in journalism courses at universities (Foote *et al.*, 2021; Frost, 2018; Evans 2014; Hanna and Sanders, 2007), Adam points out that Pulitzer's idea of the acceptance of this has not been accurate and journalism education has not produced the professional discipline that he envisaged.

There has been much debate about whether journalism is a discipline that belongs in universities (e.g. Evans, 2014; Tumber, 2005) and more about how to teach it (e.g. Mensing 2010; Carnegie Knight, 2011; Deuze, 2006; Zelizer, 2004; Reese, 1999). Tensions have arisen between scholars and practitioners about the best way for students to learn about journalism with the needs of industry pitted against the more critical thinking required by academia. Some have argued that courses focus too much on training for industry (Mensing, 2010) and have been shaped by the requirements of industry and professional accreditation bodies (Zelizer, 2004) at the expense of critical thinking (Frost, 2018; Greenberg, 2007). For some time, scholars have called for a reinvention of journalism education (e.g. Mensing, 2010; Carnegie Knight, 2005; Reese, 1999) and a departure from the industry-centred model (Mensing, 2010).

Experiential learning has been advocated by many in HE as a way of teaching journalism and bridging the gap between theory and practice (Evans, 2017; Evans, 2016; Stoker, 2015; Parks, 2015; Kartveit, 2009; Steel et al., 2007; Brandon, 2002). Others have adopted a situated learning model where students are fully immersed in a community of practice (Schmitz-Weis *et al.*, 2017; Madison, 2014; Gutsche, 2011).

This thesis adds to these debates and provides fresh insight by examining two cases of journalism education in HE at two courses accredited by the Broadcast Journalism Training Council (BJTC) in England. The courses uphold the accreditation body's requirements in different ways, but both produce graduates that go on to become journalists or work in media related industries. My research has examined how students and graduates perceive their learning about journalism but also when, if at all, they develop a professional identity as a journalist. The BJTC is aware of the research and board members are interested to see the findings and recommendations.

1.1 Research focus

This thesis uses case study methodology to compare two different approaches to learning through practice from the lens of student and graduate perceptions. It also examines participants' perceptions of when, if at all, they considered themselves to be journalists and how that transformation takes place.

While this is a comparative study which will identify differences in the two approaches, there are some similarities between the cases that enable them to be compared:

- Both routes are part of undergraduate courses accredited by the Broadcast Journalism Training Council (BJTC) and must comply with the body's requirements (BJTC, 2020a). It is important to note that the fact that they are both undergraduate courses may influence the formation of professional identity. Masters students may have a more developed sense of this when starting their course.
- Both courses teach journalism skills through traditional classroom-based modules alongside newsdays (industry-style production days conducted in simulated newsrooms where students produce real stories to real deadlines).
- Both courses are at post-92 institutions which were given university status in the *Further and Higher Education Act 199*2 which I discuss in Chapter 2: Context.
- Both universities offer other journalism and media courses, however, my research only focusses on the two undergraduate BJTC accredited courses.

I refer to the two institutions as University A and University B throughout the study. I have pre-existing relationships at both institutions. I describe this in section 1.2 and explore it fully in Chapter 4: Methodology, explaining how I have mitigated ethical dilemmas arising from it.

I will now give some background and context to the two courses.

1.1.1 Case 1: Teaching of journalism through practice at University A

University A is based in the south of England. Its BJTC accredited journalism course was set up in 2012 and currently (2022) has fifteen students in their final year.

The course started in 2012 as a development from an existing journalism studies course at the university. While predominantly practice-based, it retained some critical engagement modules as a theoretical underpinning for the journalistic skills being taught. This shift from a studies-based course, studying and critiquing journalism, to a practice-based one, where students learn industry skills, can be seen in context of the changing business model of HE at the time. Students had started to pay their own fees leading to an increasing demand for 'value for money' and an emphasis on employability (Eltringham, 2017; Bunce, Baird and Jones, 2016; Kandiko and Mawer, 2013). At this time many courses in the UK were seeking professional accreditation requirements (Canter, 2015) to badge their programmes with an industry seal of approval. The course obtained its first BJTC accreditation in 2013, a year after its inception. The first year of the course had more than 40 students, however, these numbers were never matched in subsequent years and the course became under-subscribed. The year group from which data were collected had 24 students. Some of the students on this course are keen to become journalists, however, others simply have an interest in journalism. Students are not told that they are journalists when they start the course as there is a recognition among staff that some students do not want to be journalists and will use the skills learnt in a transferrable way. There is also a recognition that enrolling on a journalism course does not make them a journalist. There is an emphasis that the learning through practice is underpinned with critical theory.

1.1.2 Case 2: Teaching of journalism through practice at University B

University B is based in the north of England. Its BJTC accredited journalism course was set up in 1992 and received initial accreditation in 1995. It was the first undergraduate course in the UK to receive full bi-media recognition from the BJTC in 1998. In addition to newsdays in year one and two, third year students are offered an optional and selective module working as an intern at a local television station. The module runs concurrently with other modules on the course. Students are not

paid for the internship and work a week on/week off shift pattern with alternate weeks being spent back in the classroom environment in workshops and tutorials. Students are fully integrated as members of the news production team and are expected to operate as a professional journalist during their time on this module adhering to the workflow and practices of the newsroom rather than the classroom (Evans, 2019). There are currently (2022) between 50 and 60 students in each year group. The year group from which data were collected had 44 students registered, twelve of which chose and were selected for the internship route. The course is usually over-subscribed and there is competition for places. Due to its long-standing reputation as a vocational course, most students on this course are interested in becoming journalists however some are simply interested in journalism and media in general. Students are told from day one to think of themselves as journalists, an ethos that underpins the course.

1.2 Research remits

This study does not intend to make a link between the pedagogy and practice of courses and graduate outcomes. It examines the perceptions of students and graduates in relation to the pedagogic approaches employed on their courses. It aims to understand what they found useful in learning the skills of journalism and helping to create a professional identity as a journalist.

Data were collected from one cohort of students from each institution while they were in their final year of study (2019/20).

Data were collected with final year students through focus groups and interviews. Data from graduates were collected via an online questionnaire and is limited to those who were in journalism or media related careers. This study does not examine perceptions from graduates who had pursued non-journalism related professions. Another study could examine a whole cohort of graduates.

1.3 Developments during the course of my research

This research journey began in 2016 when I enrolled on Stage One of my professional doctorate. Data were collected between November 2019 and July 2020. During this time there have been a number of changes to my professional role and the two courses.

When I started this research, I was Programme Leader (PL) and Associate Head of Department (AHoD) for Broadcast and Journalism at University A. This meant that students at University A had an established power relationship with me, which I reflect upon in Chapter 4: Methodology. However, in 2019, I was promoted to Faculty Academic Director for Inclusive and Practice Oriented Curriculum

at the same institution and the power relationship was lessened by the distance to teaching that the new role gave me. The new role has also impacted on my positionality which I discuss in a later section of this chapter.

While not an insider researcher at University B, I held a position of power there as the external examiner between 2018 and 2021.

The graduates surveyed in my research graduated between 2014 and 2019. During this time the policy on whether to broadcast/publish newsday material in the public domain changed at University A. Initially third year newsday material was broadcast/published after being checked by a tutor. However, the policy changed in 2018 as the teaching team wanted newsdays to remain a safe place to make mistakes (Evans, 2017). The material is currently kept behind a password protected website.

Recruitment to the course at University A declined in the years I have been conducting this study. As a result, a decision was made in 2020 to no longer recruit to this course and a new course (BA Media Production) was created. The final cohort is now in the third and final year of study. The findings and conclusions from this research, however, are transferrable to other practice-based journalism courses elsewhere and vocational courses in other disciplines.

During the course of my research the UK went into a national lockdown as result of the COVID-19 pandemic. Most of my data (focus groups and questionnaire) were collected prior to this so is unaffected. However, three of my semi-structured interviews were conducted via video-conferencing during the lockdown in July 2020. I have explored the advantages and disadvantages of this in Chapter 4: Methodology. None of the interviewees mentioned the impact of COVID-19 during the interview. It should be borne in mind, however, that the perceptions of these students towards the industry and professional identity may have been influenced sub-consciously by concerns about employment opportunities in the profession. Bissell in Fowler Watt *et al.,* (2020) reflects upon student well-being and identity during the pandemic. He said some students feared that they will not become graduates while others feared they will not become journalists during a time of economic uncertainty. I kept this in mind when analysing my data.

1.3.1 Publications

My initial work in this area (Evans, 2017; Evans 2016) looks at experiential learning and creating a safe place to make mistakes. This work was the predecessor for this research.
During the course of this research, I presented some of my early thoughts at the World Journalism

Education Congress in Paris (Evans, 2019). The following year I presented some of my preliminary findings at the Association of Journalism Education Annual Conference (Evans, 2020). My work has developed during the course of this research and I will refer to these publications and to how my thinking has changed throughout this study.

1.4 Research questions

Research questions should focus on a problem that the researcher wants to understand (Pettey, Campanella Bracken and Babin Pask, 2017) they should also arise from the existing gaps in literature and theories (Alvesson and Sandberg, 2011). My questions were designed to address the gaps in knowledge in a particular context and provide an insight into student and graduate perceptions of their learning and formation of professional identity.

Research questions require researchers to define the limits of their study and identify empirical issues (Clough and Nutbrown, 2007). Clough and Nutbrown developed two basic tools for developing research questions: 'The Russian doll principle' and 'the Goldilocks test'. The 'Russian doll principle' means stripping back unnecessary layers to sharpen the focus of the question. This can often involve phrasing and rephrasing the question. The 'Goldilocks test' is a metaphor for thinking about how suitable a research question is in the context of the setting and time of the research. They argue that researchers need to be asking whether the question is too broad or too sensitive for the context and needs of the study. I used the Russian doll principle as my research questions were sharpened and narrowed down during the course of this study.

My questions were revised in response to reflections on feedback from my supervisory team and progress reviewers. I also refined them in relation to my literature review after identifying gaps in existing research.

I decided upon two research questions:

Question 1:

What are students' and graduates' perceptions of how they learn about journalism within two different models of practice-based learning in Higher Education?

Question 2:

When, if at all, do participants in the study perceive their identity as being a journalist?

1.5 Positionality and personal context

I outline in Chapter 4: Methodology that I consider myself to be an interpretivist. The interpretivist paradigm is based on the premise that subjectivity is inseparable from the research context (Croucher and Cronn Mills, 2015). I believe that the subjectivity I bring to my research both as an insider and through my own unique understandings (Thomas, 2016) shape this study and provide depth and richness. With this I mind, I feel it is important to discuss my positionality and personal context to the research to give an insight into the approach I have taken and the decisions I made.

I have been working in HE since 2008 and have held a number of roles. I am currently working in a senior leadership role at one of the universities in this study. Prior to that I worked as a print and broadcast journalist for many years. I often used to describe myself as a 'stick of rock' with the word journalist running through the middle. When I started this research, I aligned partially with that description. My professional identity, however, has changed both throughout my career and during my research as has my view of what constitutes knowledge and learning.

As a child I believed that learning was akin to remembering information and passing exams based on facts. I achieved academic success at school adopting this approach based on rote learning. For the first 30 years of my life learning was done on a surface level (Biggs, 1999) accepting information almost uncritically and focussing on what was needed to pass exams rather than gaining a deeper understanding. I followed the traditional pattern of school, college, university and did well, but it was out of an intention to get the task done to achieve the end result, rather than a need to engage in it appropriately and meaningfully. I was the first person in my family to go to university and I truly believed that this was a recipe for success in life. However, life's lessons soon taught me that it was a little more complex than that!

It is important that contextual factors are taken into consideration. My father felt he had under-achieved at school and cheated of a better education having failed his 11 Plus exam and sent to a secondary modern school rather than the grammar school his brother later attended. He was keen for me to be 'top of the class' and wanted me to achieve more academically than he had. He was, and still is, a true believer that hard work leads to success. He pushed me to achieve and, was convinced that with a university education "the world would be my oyster". As aspirational working-class parents, my father and mother who were embarking on a life of opportunity under Margaret Thatcher's neo-liberalism, often cited this Shakespearean quote believing that a university degree would open doors for me that had previously been closed to them.

My secondary schooling was conducted in the 1980s when initially unemployment was high. I felt a strong sense that I must do well at school to get a job. I linked academic achievement with employment success, and this became a motivating factor for my studies. In the late 1980s though businesses started to boom and there was a sense of success equals money. In education, a degree was seen as a pathway to success both by my parents and by me.

In 1989 I went to university to 'get a degree'. For me it was a case of having a degree rather than necessarily being a learner (Molesworth, Nixon and Scullion, 2009). I saw my lecturers as suppliers of information rather than facilitators. After graduating I got a job as a junior reporter for my local paper which kick-started a journalistic career in newspapers, radio and TV.

After starting work though, I soon realised that it was an experience or an event in life that taught me the most. I learnt by 'getting it wrong' and making mistakes. As a 21-year-old junior reporter I quickly learnt the correct use of an apostrophe by getting it wrong in a busy newsroom. Corrections were often shouted across the newsroom for all to hear! This method of "learning by humiliation" (Sheridan Burns, 1994 cited in Boyd-Bell, 2007) was regularly used in journalism in those days to mould young reporters into replicating the norms and values of the newsroom (Mensing, 2010).

I quickly assimilated and learnt the rules of the newsroom alongside the craft of newspaper writing from experienced journalists. I replicated their practices to fit in and worked towards full participation in this exciting new world or community of practice (Lave and Wenger, 1991) that I had joined. While I did receive formal training paid for by my second newspaper enabling me to qualify as a senior reporter, this ran concurrently with the unofficial training in the newsroom. Mensing (2010) talks of how journalism education often mirrors the practices of newsrooms rather than challenging them. She was referring to training in HE rather than on the job training in newsrooms, but there are some synergies here. There was way things were done and you replicated it.

I came back to formal education in my mid-thirties when I began part-time lecturing. I had been made redundant from my job as a local television news reporter and wanted to learn again. This time I wanted to be a "deeper learner" (Biggs, 1999) and not just get the qualification at the end of the course but develop my thinking at the same time.

My lecturing role involved delivering practical journalism workshops helping students to create journalistic artefacts. I was determined that these students would achieve a deeper approach to learning and be given an opportunity to experiment and learn from their mistakes. At the time the journalism course was studies-based and only a half award combined with other disciplines such as

English, media or international relations. There was a move by the University, common of the time, to build links with industry and develop accredited courses (Canter, 2015).

In 2012, I was asked to help set up a new single honours' journalism course and gain accreditation by the BJTC. The university was keen to use my sixteen years' experience as a print and broadcast journalist to do this. I helped design a simulated newsroom and studio, ensure that the course met the BJTC industry requirements and led on setting up newsdays, a simulation exercise that mirrors the practices of a working newsroom. I designed the newsday modules to replicate the workflow of the newsrooms I had worked in just as Mensing (2010) suggests, and the exercises I used to teach it were based on the training course I did myself eighteen years earlier. The simulated newsroom became a microcosm of my working life as a journalist. The emphasis was on 'learning through doing' and acquiring the skills required by industry.

In 2014, I became the Programme Leader for the course and became more interested in curriculum design. I started to read more widely about teaching journalism and pedagogical models. The more I taught and read, I started to realise that it was not just the doing that led to learning it was allowing the students the freedom to make mistakes. For me what was important was not necessarily pointing out those mistakes in the way my former editor used to do, but asking questions and getting the students to reflect upon what they had done.

A key moment for me came for me in a conversation with my husband Graeme about driving. He pointed out that he had noticed that when I was at a junction linking a motorway to a local ring road, a route I took almost on a daily basis, I always took the wrong lane and then had to cross lanes on a busy roundabout, which was dangerous. He asked me why I did this every time even though I had been driving this route regularly for years. I answered that I had no idea I was in the wrong lane as no-one had ever pointed it out to me before, so I had never had chance to reflect upon it. I started thinking about this and it resonated with how I think people learn. Continually doing something day in day out does not necessarily make you good at it. It is only when someone offers you feedback and constructive criticism that you are able to reflect upon this and potentially make a change. I related this back to how students learn from experienced practitioners in newsrooms by replicating what they do. I felt that it was only if there was an intervention and reflection on that intervention that they really learnt. Mensing (2010) argues that traditional journalism education simply reproduces the industry-centred model, does not question the status quo and can prevent students from adopting new responses and innovations. I asked myself, are we simply doing this by entering into newsdays modelled by the industry accreditation bodies? Or, are apprenticeship and internship schemes simply a way to socialise new recruits into the way it has always been done without

questioning whether it works? I wanted to know what students thought helped them learn and whether they ever felt like journalists during this process. I also had a rather naïve notion that I needed to prove that what I was doing on the course I was leading was effective in teaching students to become journalists. This thesis will answer some of those questions alongside dismantling some of my early assumptions.

In June 2019, I took on a new role in the university as Faculty Academic Director of Inclusive and Practice-Oriented Curriculum where I became responsible for embedding inclusivity and employability in the curriculum. This has given me an insight into the pedagogies employed in other disciplines and the different definitions of what practice means to some academics. It has broadened my understanding of practice-based learning and given me a belief that the findings from this study can be transferred across other disciplines where there is a dichotomy between education and training. I explore the education versus training debate in Chapter 3: Literature Review.

1.6 Thesis structure

This thesis is made up of seven chapters. This first chapter provides an introduction to my research, some context and remits of my study. It also outlines the research questions I answer and provides the personal context in a positionality statement.

Chapter 2 examines the context and development of HE in the UK and in particular journalism education. It looks at how government policies have influenced perceptions of what is considered to be knowledge and the purpose of HE. This context can be seen to underpin my study and the need for it.

Chapter 3 reviews the salient literature pertaining to this topic and identifies gaps in knowledge. The literature around professional identity is vast so I have focussed upon aspects that are most relevant to the study and the formation of professional identity in journalism education.

Chapter 4 offers a rationale for my methodological approach and methods used. I position the methodology within the research paradigm and explain why it was structured in this way. I also discuss ethical issues raised and explain how I mitigated them.

Chapter 5 explains the process used to analyse the data. I then identify themes that arose from the data and present my findings using direct quotes to exemplify each theme.

Chapter 6 discusses the findings presented in Chapter 5 in relation to the literature review and the research questions.

Chapter 7 concludes the study by pulling together the themes and findings and answering the research questions. I identify limitations to my study and areas for further research. As this is a professional doctorate, this chapter also makes recommendations for professional practice for journalism educators and the BJTC.

Chapter 2: Context

2.0 Introduction

This chapter examines the context surrounding Higher Education (HE) and, in particular, journalism education in the UK. I outline how government policies have influenced perceptions of what is considered to be knowledge and have helped to shape universities' strategies. This context has influenced the way that journalism has been taught and perceived in the UK. I then apply these considerations to the two cases in my study in order to help the reader understand the context in which this research sits.

2.1 The expansion of Higher Education

Higher Education in the UK expanded considerably after the Second World War as servicemen returned to their studies and women, emancipated by their change in status during war time, wanted to continue their studies (Willliams, 2013). The 1960s and 70s saw a rise in liberal education and joint honours degrees. Williams (2013) argues that liberal education produced students who challenged the status quo through political movements and change acquiring collective power which made them "negotiating partners" over the content of their education.

Meanwhile, the *Robbins Report* in 1963 (Robbins, 1963) recommended the expansion of universities, and for colleges of advanced technology to become universities. However, by the time the Conservative government under Margaret Thatcher came to power in 1979, the economy was approaching recession and cutbacks were planned in HE. This resulted in fewer places available for students and some lecturers being made redundant (Williams, 2013). This change in ideology led to the birth of the concept of a knowledge economy with a focus on individual achievement (Barnett and Bengtsen, 2020; Williams, 2013) an interest in skills and how these may "transfer into the wider society and its impact through knowledge exchange." (Barnett and Bengtsen, 2020:1). Barnett and Bengtsen claim the interest in knowledge for the sake of knowledge disappeared.

This concept of a knowledge economy and a focus on individual achievement led to an increasingly instrumental view of education and the idea of "human capital" (Becker, 1993) a term that links knowledge habit and attributes to the labour market and the ability to produce economic value. It was based on the premise that investments in HE lead to enhanced graduate employment and upward mobility. This change in the economy and the concept and value of knowledge meant that

liberal courses became vocationalised with a need to demonstrate a direct link to employability. Meanwhile, the *Further and Higher Education Act 1992* enabled polytechnics, tertiary education institutions, to become universities and award their own degrees. Both institutions in my study are Post-92 universities. This move further contributed to expansions in student numbers (Table 1). Other policy developments including the introduction of students paying their own fees in the late 1990s and the subsequent increase in these (BIS, 2011, BIS 2009 and Dearing, 1997), led to a change in student identity. This produced a shift from 'being learners' to simply 'having a degree', redefining the nature of HE into a more consumer-based service provider. (Williams, 2013; Molesworth *et al* 2011 and 2009; Naidoo and Jamieson, 2005). Journalism and media courses were no exception to these changes and the expectation to provide value for money and courses that lead to jobs, has shaped journalism education over the last 20 years. I will explore this more fully in the sections that follow.

2.2 Students as consumers

I have demonstrated above that the notion of students as consumers or customers of education was not just born out of the introduction of fees. However, the knowledge economy and individualistic culture that can be seen to have been the catalyst for increasing numbers of people going to university, meant a new funding model for HE was needed.

The Student Loans Company was set up in the UK in 1989 to provide loans and grants to help with living costs. In 1998, with the introduction of tuition fees, it provided tuition fee loans under an income contingent repayment scheme. The UK government first referred to students as 'customers' of HE in 1997 in the Dearing Report (Dearing, 1997) which preceded the introduction of tuition fees in the UK in 1998. Since then, universities have been subject to the forces of marketisation, which demand competitiveness, efficiency and consumer satisfaction (Bunce, Baird and Jones*,* 2016) while students increasingly adopted a consumer identity (Kandiko and Mawer, 2013). Bathmaker (2003) demonstrates how Dearing was asked to solve the problems caused by the expansion of HE to the masses rather than the elite. She argued that, while Dearing's vision was that HE should contribute to the development of a "learning society", the immediate problem was the financial crisis brought about by underfunding and expansion. Undergraduate tuition fees were introduced in 1998, initially at £1,000 a year. Fees then became variable in the *Higher Education Act* (2004).

The Browne Review (Browne, 2010) recommended removing the cap on university fees and increasing the income level for graduates to pay back their loans to £21,000. The findings were

published in the 2011 white paper, *Higher Education: Students at the Heart of the System* (BIS, 2011) which allowed HEIs in England to increase their annual tuition fees from £3,000 to £9,000.

This rise in fees should be seen alongside other policies focussed on building stronger links between education and employment. *The Education and Skills Act* (2008) effectively increased the minimum age at which young people in England can leave learning. This required them to continue in education or vocational training to the age of seventeen from 2013 and to eighteen since 2015. This ultimately impacted on the numbers entering HE (Table 1). This factor should not be seen in isolation however and should be viewed as part of an increasing focus on monetising and instrumentalising education, as numbers have continued to rise. Currently (March 2021) there are 2.75 million students in UK HE (HESA, 2021b).

Table 1: Applicants through UCAS (thousands). Adapted from House of Commons briefing paper *Higher Education Student Numbers* **(Bolton, 2021).**

Year	Applicants	Accepted Applicants
1994	405	271
1998	446	330
2008	589	457
2010	697	487
2020	729	570

The links between employability and education continued to grow. The 2009 paper *Higher Ambitions: The Future of Universities in a Knowledge Economy* (BIS, 2009) was commissioned to make links between education and employment. The paper details how the government will support universities to further develop their revenue but is mainly focussed on STEM (Science, Technology, Engineering and Mathematics). It also introduced a different perception of what HE is and who should fund it. "The burden of financing higher education will need to be more equitably shared between employers, the taxpayer and individuals." (BIS, 2009:22).

In *Higher Education: Students at the Heart of the System* (BIS, 2011) links were also made between increasing student numbers and social mobility with an assumption that graduates earn more because of their increased 'human capital'. This allowed the government to increase the cost of tuition fees payable by students while arguing for widening participation (Williams, 2013). Williams

argues that this ultimately erodes the student autonomy and reduces learning to an instrumental focus on credit accumulation.

The more recent *Independent Panel Report to the Review of Post-18 Education and Funding*, commonly known as the Augar Report (2019), added to the value for money argument by recommending that university fees reduce to £7,500 a year and better targeting of taxpayer investment (DfE, 2019). The £7,500 a year was recommended as enough to cover the cost of humanities and social sciences with additional costs for STEM-based subjects to be funded by a teaching grant.

Although the concept of the student consumer can be traced further back, the marketisation of HE can be seen to be the main component in changing student identity from 'being' learners to simply 'having' a degree. (Molesworth, Scullion and Nixon, 2011; 2009; Naidoo and Jamieson, 2005). While this is not the case for all, and some still resist consumerism depending on the context, consumerist values are still a by-product of the transactional relationship that students now have with HE. (Tomlinson, 2017).

In journalism education, the concept of the student consumer can be seen in both learners and their parents attending open days. Eltringham (2017:31) argues it is unsurprising that students ask questions about whether their course provides value for money when the prospect of leaving with £50,000 of debt to enter a profession which is "shedding jobs, not hiring" and offering salaries that are "not the most lucrative in the world". He argues that industry needs journalism schools to produce the right graduates, yet journalism schools need media organisations to employ their graduates to justify their fees. This inter-dependency can be seen to have shaped the way that the two journalism courses in my case study have developed, which I will explore more in later sections.

2.3 The marketisation of education and employability

The growing links between education and employability, coupled with the increasingly competitive market that arose from the growth in HE, meant universities needed to promote their courses as investment potential. Marketing focused on employability skills that can be traded in for future earnings (Williams, 2013) reducing the value of knowledge to a transactional arrangement (Barnett and Bengtsen, 2020; Williams, 2013). For journalism courses, this came at the expense of critical thinking (Reardon, 2016). I will demonstrate in a later section how this applies to the two cases studied in my research.

This transactional arrangement brought with it greater accountability through student charters and Key Information Set (KIS) data that universities were required to produce as proof that students were getting value for money following *Students at the Heart of the System* (BIS, 2011).

The competitive market also gave rise to UK Performance Indicators (UKPIs), statistics comparing universities and colleges against benchmarks of widening participation, non-continuation and the employment or further study of graduates (HESA, 2021).

Graduate outcomes were measured through the Destinations of Leavers from Higher Education (DLHE) survey which was replaced in 2018 by the Graduate Outcomes Survey (GOS) administered by the Higher Education Statistics Agency (HESA). The employability message was also adopted by organisations promoting good teaching practices. The following quote is taken from the website of AdvanceHE, a member-led, sector-owned charity that works with institutions across the world to improve HE.

> HEA views embedding employability as providing the opportunities to develop knowledge, skills, experiences, behaviours, attributes, achievements and attitudes to enable graduates to make successful transitions and contributions, benefitting them, the economy and their communities. Employability is relevant to all students, and at all levels of study so includes both undergraduate and postgraduate provision. (Advance HE, 2021:1)

This increased focus on employability led some universities to respond by developing strategies that embed employability and promote their courses through this lens. This can clearly be seen in the strategic vision of both universities in my case study. University A promises outstanding learning by delivering "practice-based learning", to create "ready and able graduates" and "maximising the employability and enterprise of our students and to prepare them for the far-reaching possibilities and challenges of the future." (University A, *Strategy 2030:*8). University B is less explicit about the transactional value of their degrees in the marketplace but does promise to "empower students to take control of their learning, and through our industry focused courses, we enable them to experience life beyond the lecture hall." (University B, *University Reimagined*, 2020).

2.3.1 Employability and journalism education

Journalism and media courses were no exception to the drive to embed employability skills. Royle (2019) demonstrates how UK government reports (BIS, 2013; BIS, 2011; BERR, 2008) recognise enterprise education as driving the creative economy. This emphasis on employability, skills-based training and enterprise education has led to a growth of journalist practitioners moving into

academia to teach the skills of their profession (Royle, 2019; Frost, 2017) This can be seen to increase the existing tensions between academics and practitioners about how to teach journalism. Frost (2017:199) describes it as "an undesirable split between practitioners and scholars". This debate is explored more fully in the following chapter.

Royle (2019) argues that despite using a media subject case study in *Students at the Heart of the System* (BIS, 2011), implying that the government's entrepreneurial education initiatives are directed predominantly at creative graduates, the responsibility for embedding enterprise education was placed with universities. This responsibility has been adopted by both universities in my study and can be seen clearly in University A's vision and strategy document.

> Every course will be designed to maximise the employability and enterprise of our students and to prepare them for the far-reaching possibilities and challenges of the future. This means graduates not just ready for their chosen pathway, but also poised to embrace opportunities: as confident problem solvers, responsible global citizens and effective life-long learners. (University A, *Strategy 2030:*8)

Some universities created academic roles to embed employability in the curriculum and work alongside professional services staff to provide "ready and able graduates" (University A, *Strategy 2030:*8). This includes the role I now hold as Faculty Academic Director for Inclusive and Practice Oriented Curriculum. While I believe this role is essential within the current context of HE, it is also a consequence of the change in perceptions of the role of HE.

Embedding employability and enterprise into the curriculum has also meant forging closer links between journalism schools and industry through apprenticeships, accreditation, placements and internships. I will now examine these areas in relation to this study.

2.3.2 The revival of apprenticeships

The concept of the apprenticeship died out during the 1970s and 80s but was revitalised in the 1990s following concerns of a lack of skilled labour (Lanning, 2011; Gospel, 1997). Modern Apprenticeships, renamed Apprenticeships in England, Wales and Northern Ireland, were launched in 1994 based on a framework of skills. In 2013, shortly after university fees were increased, the idea of Degree Apprenticeships was born, where students could earn while they learn and providing an alternative to traditional HE. The white paper *The Future of Apprenticeships in England* (BIS, 2013:3) heralded Degree Apprenticeships as a way to "fundamentally change the relationship between employers, the government and those who educate and train apprentices." and a "blueprint for

wider reform in vocational education." Apprenticeships were positioned as a viable alternative to the "debt faced by graduates and a glut of graduates in the labour market" (Kirby, 2015:1). Kirby's report for the Sutton Trust looks at the potential of apprenticeships as drivers of social mobility, enabling young people to gain the skills that they need for their futures, without encountering debt.

> Apprenticeships offer substantial potential for improving the social mobility of young people in the UK, and this report has shown that the lifetime earnings of those that have undertaken higher apprenticeships at level 5 can exceed those with university degrees from universities outside the Russell Group. (Kirby, 2015:29)

I have already mentioned how during the 1990s there was a move to deliver journalism education in HE (Frost, 2018) with many seeking professional accreditation (Canter, 2015). At the same time a number of other institutions began offering alternative ways to learn the skills of journalism. The National Council for the Training for Journalists (NCTJ) set up its own apprenticeship in conjunction with employers and colleges offering apprentices the chance to earn while they learn. Government funding covered the full cost of apprenticeship training for 16-18 year olds. For apprentices aged 19-23, the government funded half of their training costs and employers contributed up to 50 per cent. Some of the UK's biggest broadcast and print journalism employers (BBC, ITV, Channel 4, *Evening Standard* and Sky) have offered apprenticeship routes in production and journalism. The BBC scheme partners with the NCTJ providing a fast-track apprenticeship for school leavers or those looking for a career change offering "a mix of study and learning on the job leading to an apprenticeship and a NCTJ Diploma in Journalism." (BBC, 2021).

The apprenticeship offer was not limited to school leavers. In 2015, the government officially launched Degree Apprenticeships for HE courses which combined working with part-time study. They were developed by employers working in partnership with universities and professional bodies. Degree Apprenticeships were initially focused on STEM subjects but later expanded to the creative industries. A Level 7 senior journalist apprenticeship was approved by the Institute of Apprenticeships and Technical Education in 2020. While this was seen as a way for students to gain a degree without encountering debt, concerns were raised that employers were not creating new schemes but "simply rebadging their existing graduate schemes". (Hubble and Bolton, 2019:3). Meanwhile, *The Augar Report* (Augar, 2019) also recommended an increased focus in technical education and improvements in apprenticeships.

This growth and emphasis of apprenticeships as a route to learning the skills of journalism has impacted on the way that journalism is taught and marketed in HE. This increased competition for students heightens the need for many HE institutions to market their journalism courses through an

employability lens. As a result, many universities have aligned themselves with industry bodies and sought professional accreditation. The two cases in my study are both accredited by the BJTC.

2.3.3 Accreditation

Royle (2019) argues that technological changes in the journalism industry have led to a need to develop an entrepreneurial focus to creative education. She claims this can be done in two ways: collaborating with industry to create greater experiential learning opportunities or embedding enterprise in the curriculum. Collaborations with industry are usually achieved through partnerships, placements, internships and/or accreditation. Many HE institutions in the UK have sought professional accreditation for their journalism courses, seeing it as a marketing tool providing added value in an expanded market (Canter, 2015).

The NCTJ, traditionally a print organisation, initially resisted expanding into HE as it feared it would produce too many recruits into the market (Canter, 2015; Hanna and Sanders, 2007). Over time it changed its position and currently (Jan 2022) accredits 41 HE courses. The BJTC currently accredits 45 HE journalism courses. The Professional Publishers Association (PPA), a forum for the magazine publishing industry, accredits 13 HE programmes.

While the NCTJ sets examinations for candidates, the BJTC does not get involved in curriculum design or set exams. It does, however, impose a set of requirements that accredited institutions need to achieve (Canter, 2015). I examine these requirements in section 2.3.4. Recent technological changes in the journalism industry have forced accreditation bodies to broaden their remits and included the NCTJ becoming more multimedia focused (Royle, 2019).

Both the NCTJ and the BJTC insist that teachers on accredited courses are experienced journalists (Herbert, 2000). The BJTC prides itself on its industry connections and employability skills. On its website it describes itself as "... a nonprofit educational charity bringing together all the main multimedia broadcast employers in the UK, as well as representatives of our accredited courses, to ensure students receive the highest professional standards of journalism training." (BJTC, 2021)

Canter (2015) argues that accreditation is not a key factor in the employment of entry level journalists. She warned that educators should not assume that accreditation has a positive benefit on employability as, while employers valued the skills taught on these courses, there is no evidence that undertaking an accredited course will automatically lead to a job as a journalist. Eltringham's (2017) argument, on the other hand, suggests that industry and journalism schools need each other and are co-dependent. This argument is pertinent as I examine the perceptions of both students and

graduates of how they learnt the skills of journalism and also when they perceive themselves to be journalists. This research does not carry out an empirical study of graduate destinations, however, or attempt to align them with the teaching on the course. Both courses in my study are accredited by the BJTC and, while they can be seen to operate on different pedagogical models, which I will explore in subsequent chapters, they adhere to the same requirements (Appendix 1: BJTC Accreditation Requirements). There is, however, no research that examines how to achieve these requirements alongside the critical engagement and academic rigour expected of HE. My study will go some way to addressing this gap.

2.3.4 The BJTC

The BJTC was originally an advisory council for radio journalists. In 1980 it developed a partnership between universities and UK broadcasters (BBC, ITV, ITN, Associated Press, Sky News, Channel 4 News and Reuters) to accredit training courses (Canter, 2015). The BJTC does not directly design curriculum but has a list of skills requirements that accredited courses must teach. The main focus of the accreditation process is on professional production and producing students "capable of working in the production of online, multimedia and broadcast in the world of news, current affairs, features, documentaries and sports coverage." (BJTC, 2021a:3).

Practical production is achieved through news production days more commonly known as newsdays. I will refer to these days as newsdays from now on. Newsdays are a simulated teaching exercise designed to replicate the practices of a real working newsroom where students find stories in the 'real world', film, record audio, write, edit appropriate to the platform and produce a final broadcast product to a tight deadline. Each accredited course is required to provide a minimum of fifteen newsdays a year in the final two years of the programme. Each newsday must be a minimum of six hours and be led by the students, overseen by staff, and with guest editors from industry being brought in from time to time. Courses are also required to teach journalistic law, ethics and regulation as well as British politics and the administrative system and provide voice-training. The BJTC requires that staff principally responsible for delivering journalism and technical skills should, on appointment, have experience of current journalistic practices and should routinely upgrade and enhance their professional skills. (BJTC, 2021a). Students on BJTC courses are also required to complete fifteen days on industry placements. A full list of the BJTC accreditation requirements is available in Appendix 1.

The two courses in my research achieve the practical requirements differently:

University A delivers newsdays weekly within the main teaching block following a series of editorial and technical workshops. Work placements are outside of the teaching block and are organised by students but approved and monitored by teaching staff.

University B runs some of its newsdays weekly but others are run in a block back-to-back. Work placements are mainly achieved outside of the teaching block. In addition, University B offers an optional internship module at a local TV station for third year students. This module runs concurrently with classroom-based modules that these students take in their third year. Students who choose this module do it instead of the newsday module.

2.3.5 Work placements and internships

Work placements and internships are often seen as a way to improve employability and help graduates stand out from others in the job market (Bathmaker, Ingram and Waller, 2013; Smith, 2010; Tomlinson, 2008). The BJTC's emphasis on placements and contact with industry aligns with this view. This is articulated on its website.

> We seek to ensure that the professional training provided is based on direct practical engagement through news production days, structures work placements and professional projects, which are relevant to the operational demands of the industry, this ensuring the highest levels of employability. (BJTC, 2021)

Internships have been the subject of much discussion in HE and policy circles as increasing numbers of graduates enter the labour market and the line between employment and education becomes blurred (Hunt and Scott, 2020). Many courses now teach vocational skills and internships help to fill the gap in the marketplace. Hunt and Scott (2020: 464) show how for some this change has been welcomed, while others see it as a "necessary evil" to "accumulate additional markers of employabilty to compete for graduate level jobs". However, research has shown that sandwich placements and unpaid work experience can have a positive impact on students' final grades and also gaining a graduate job (Brooks and Youngson, 2016; Moores and Reddy, 2012; Purcell *et al.,* 2012). This position can be seen to underpin the internship module at University B.

2.3.6 University B internship module

University B's internship module was set up in 2014 and offers students an opportunity to work for a local TV company on a week on week off basis. On a traditional sandwich placement students work in a block and then return to the classroom environment for a final period of time. On University B's

internship module students return to the classroom on alternate weeks offering them an opportunity for feedback, reflection and theoretical underpinning.

The third-year internship module is optional and students are selected on suitability, which includes whether they have achieved a 2:1 or above in their journalism law module in year two.

Students on the internship module are not required to do theoretical modules or newsdays. Instead they undertake the internship module alongside a final project module called Documenting News. Students are required to produce a practical portfolio of work as well as two essays about their internship. In the first teaching block they submit a reflective essay on their practice which looks at their development through the module. In the second teaching block they submit a critical essay looking at contextual debates in the media and journalism industry and apply this to their practice. For Documenting News they produce a documentary and a 3,000-word research essay examining issues raised in their documentary.

2.4 Course content – Theory and practice: University A and B

Both universities are required to teach academic studies alongside the vocational and practical skills. As I demonstrated above, the strategies and values of both universities have and continue to embrace employability and embed vocational skills in their courses, often promoting them through this lens (University A, *Strategy 2030*, 2020; University B, *University Reimagined*, 2020).

University A's programme specification document describes the educational aims of the programme as developing both skills and knowledge but emphasises employability.

> The overall aim is to enable students to develop skills, knowledge and understanding in journalism across all media platforms, alongside an understanding of the local and global political, economic and media contexts in which journalists work. Its utility to students will stem from a fully immersed engagement with up-to-date production technologies combined with writing and production skills ensuring graduates of this programme are employable across a range of communication industries in the public and private sector. (University A, 2017:2).

University B's course specification document describes it as a vocational degree which combines training with academic study. Similar to University A, the course's educational aims are framed through an employability lens.

> The BA honours degree in Broadcast Journalism is a vocational degree which combines practical training in broadcast journalism with a solid academic base. Taught by staff with

substantial experience in the media, and situated in a purpose-built accommodation, you will learn the skills needed to work in a broadcast newsroom, along with media law, politics, and an understanding of the role of journalism within society. By the end of the course you will be equipped with the knowledge and skills needed to work in a broadcast newsroom. (University B, 2020b:1)

On University B's website the course is marketed as "50% practical and 50% academic" but states that "employability is a key focus of this course." (University B, 2021). The main emphasis of the website is on the practical skills, links with media organisations and accreditation by the BJTC.

The modular structure of both courses means that students can often see their modules as either theory or practice-based. Table 2 shows the modular breakdown. I have colour-coded them to identify theory/critical engagement, practice or skills based and modules offering both.

It is important to note that for students who choose the internship route in year three at University B there are no theoretical or overtly critical engagement modules. Likewise, at University A third year students can elect to study practice-based modules avoiding overtly critical engagement modules. The relationship between theory and practice in journalism courses will be explored more in Chapter 3: Literature Review.

Table 2: Modular breakdown for the courses at University A and University B

Key:

Blue = Journalism practice or skills-based modules

Red = Theory/critical engagement or studies-based modules

Purple = Modules with a combination of theory and practice

	Year 1	Year 2	Year 3
University A	Newsgathering (30) Civic Journalism (30) Introduction to Broadcast Journalism (30) Introduction to Journalism and Public Communications (30)	Broadcast Journalism 1 (30) Broadcast Journalism 2 (30) Media Regulation and Law (30) Researching Journalism and Public Communications (30)	Advanced Broadcast Journalism 1 (30) Advanced Broadcast Journalism 2 (30) Then choose two from the following options: Final Year Project (30) (Excluded from taking with Journalism Dissertation) Activism and the Media (30) Journalism Innovations (30) Advanced Feature Writing (30) Journalism Dissertation (30) (Excluded from being taken with Final Year Project)
University B	Digital Journalism (40) Media Matters (20) Media Law1: Covering the Courts (20) Social Media (20) Democracy in Action (20)	Teaching Block 1: Broadcast News (20) Keeping out of Court (20)	Newsroom Practice (40) Documenting News (40) Data Journalism (20)

		Journalism, Ethics and Society (20) OR Political Journalism (20) Teaching Block 2: Programme Production (20) Then choose two from the following: Sports Journalism (20) Global Journalism (20) Photojournalism (20) Fashion Journalism (20)	Then choose one of the following options: Challenge and Conflict (20) Celebrity Journalism (20) PR and Communications (20) Podcasting (20) Alternative internship route: Journalism at Work (40) Group Documentary Project (40) Documenting News (40)

2.5 Chapter summary

In this chapter I examined the context surrounding HE in the UK and in particular journalism education. I looked at the growth of HE and how policy and social change has influenced perceptions of what is considered to be knowledge, the purpose of HE and student identity. I have demonstrated how this has impacted upon values and strategies of universities and the need for HE to offer vocational skills alongside a traditional academic education. I applied these contextual considerations to journalism education and demonstrated how this underpins the framing of the two courses in my case study. I will examine these courses in more detail in subsequent chapters in relation to literature and pedagogical models. These contextual considerations will also be taken into account when analysing my findings.

Chapter 3: Literature Review

3.0 Introduction

In this chapter I present a literature review that critically engages with the salient published work on this topic. I identify gaps in knowledge that exist in this area in order that I may be able to make a contribution to knowledge in this field. It will also enable me to later demonstrate how my findings and ideas interrelate with the work of others (Bourner, 1996).

My literature review was constructed through an iterative process beginning in Stage One of my professional doctorate and continued throughout in order to ensure my work was informed by the most recent research (Foote *et al.*, 2021). I identified gaps in knowledge early in the process that shaped my research questions and my methodology, and I continued to review literature with this in mind throughout the process.

I begin by examining the context of journalism education and explore factors that have shaped it. I also examine the long-standing calls to reinvent journalism education. The second section develops this argument further, exploring the 'training versus education debate' existing in many disciplines in Higher Education (HE) which can cause tensions in journalism education. I then critically explore the underpinning pedagogies that exist in practice-based journalism education and that have arisen from these tensions. Finally, I look at the concept of professional identity. As the field of research in professional identity is vast, I have focussed on areas relevant to journalism education.

3.1 Journalism education

In the UK journalism skills, prior to the 1990s, were traditionally taught through an indentured approach to training (Baines, 2017). Employers would take on trainee reporters in an apprenticeship style model, teaching them 'on the job' supplemented with training courses if they were lucky. Baines (2017:6) talks of how "generations of journalists were prepared to meet the needs of local newspaper editors as they took their first steps on the career ladder" but lacked the critical engagement and reflexivity necessary to inform professional practice.

During the 1990s there was a move to deliver journalism education in HE both at undergraduate and post-graduate level (Frost, 2018). This continued with a proliferation of courses at the start of the 21st century (Foote, *et al.*, 2021). Students began to see journalism courses as a "major vehicle for getting jobs within the profession" with competition for places being rife. (Herbert, 2000:117). As a result of this, journalism in the UK has become a graduate occupation and it is difficult to enter the profession without a university degree (Kocic, 2017). At the time my research in this area began in 2016, 86% of all UK journalists had a bachelor's degree and of those with three or fewer years of employment, 98% had at least a bachelor's degree with 36% having a master's (Thurman, Cornia and Kunert, 2016). Kocic (2017) argues that journalism graduates are expected to engage immediately and effectively in the professional sector once they graduate with little space for training in the workplace. This can be seen to coincide with a changed business model for HE. As referred to in Chapter 2: Context, the UK government, unable to maintain funding for the surge of students entering HE, decided that students must pay their own tuition fees through loans. This placed universities under pressure to provide value for money on their courses, (Naidoo and Jamieson, 2005; Molesworth *et al.,* 2011 and 2009; Williams, 2013; Tomlinson, 2016) and provide skills that are perceived to lead to jobs so students can repay the debts they incurred studying.

This change in business model has contributed to an existing tension within journalism education between theory and practice. Most journalism courses are now located in the arts and humanities faculties and are therefore considered to be more than just training courses but rather should also produce "thoughtful citizens and potential contributors to the intellectual and cultural life of the society" (de Burgh 2003:98). However, Deuze (2006:26) argues that the motivation for journalism education was "partly based on its function as the backbone of the journalistic profession." He points out that this can be seen to be at odds with what he considers to be the function of journalism itself, to hold society to account. Deuze argues that this raises a paradigmatic debate within journalism education as to whether the function of the education is to train students for a career in journalism or educate what he calls "super" citizens who have a critical eye on society and the journalism industry itself. Eltringham (2017) argued that there is a co-dependency between industry and journalism schools as most news media organisations in the UK have limited resources so rely on journalism schools to train their workforce.

In more recent work, Deuze (2019) re-evaluates the definition of journalism in response to many journalists now not working in traditional newsrooms and states that he no longer believes that the traditional news industry is necessary for journalism to survive. Deuze (2019:1) argues though that the ideology of journalism still remains among the "passionate army of precariously working,

un(der)paid, and all too often under- valued, reporters and editors" and reiterates his call for "critical and creative media literacy research and training" to enable students to engage with multiple perspectives.

3.2 Education versus training

The education versus training debate has been running within journalism education for many years. Critics of journalism education have argued that students must be taught how to question existing practices of professional journalism and should be able to reflect at the same time as they learn to practice (e.g. Deuze, 2006; Stephens, 2006). Many have called for new ways to reinvent journalism education (e.g. Mensing, 2010; Adam, 2001; Reese, 1999). Some have claimed that journalism courses focus too much on providing training for employment at traditional news organisations (e.g. Mensing, 2010) and are often shaped by industry and accreditation bodies' requirements (Zelizer, 2004) or by a drive to embed employability and enterprise (Royle, 2019) but ignore critical thinking (Greenberg, 2007).

More recently, Frost (2018:153) calls for journalism education to "take more seriously the need to not just train journalism students but to give them the tools to deal with a fast-moving world where things can change almost month by month." He argues that students need critical, analytical and tactical skills. Frost argues that the drive towards accreditation has meant that, in some programmes, these skills have been lost and calls upon journalism educators to embed "thinking skills" alongside the more practical skills.

> Undergraduate programmes in the UK can spend more time on providing those thinking skills as well as the practical skills journalists will need in their first jobs, but again the accreditation bodies tend to distort courses by emphasizing the latter and disdaining the former. Those undergraduate programmes that seek accreditation (and many see this as a way of improving recruitment) find themselves obliged to introduce a considerable amount of practical work into their curriculum, often squeezing out or at least limiting more traditional university requirements of analysis, criticism, philosophy, reading and researching. (Frost, 2018:155)

The paradigmatic tensions that Deuze (2006) highlighted are also demonstrated by Greenberg (2007). Greenberg argues that many of those who teach journalism moved into teaching from industry at later stages of their journalistic career and were delivering skills-based training rather than the theoretical learning of concepts and development of independent thought needed by education. She claims this created a divide between practitioners and academics (Greenberg, 2007). Similarly, others have argued that university courses should not become training courses to produce candidates who meet the immediate requirements of a particular group of employers (e.g. Baines, 2017; Mensing, 2010).

Mensing (2010) argued that simply teaching students to replicate industry practices reduces degree programmes to training courses. She called upon journalism educators to "take up a rigorous examination of their own practices [and] consider an alternative to the "transmission-driven, industry-conceived model of journalism." (Mensing, 2010:512). Mensing claimed that this industry model of journalism education has remained unchanged for many decades and the addition of new technology did little to change it. She called for a change to a "community-centered" model of journalism education to "match that taking place in journalism beyond the university." (Mensing, 2010:511). While I agree with her argument, it contradicts government policies in recent years that have encouraged HE to teach skills that lead to jobs (BIS, 2011) and learning through degree apprenticeships (BIS, 2015). I explored this more fully in Chapter 2: Context. In later work with Ryfe, (Mensing and Ryfe, 2013:33) Mensing suggests a new model of entrepreneurial journalism education that moves away from the 'teaching hospital' model and focusses on "citizens, audiences, companies, and institutions that consume and participate in journalism in many forms.".

Royle (2019) demonstrates how this call for a change in journalism education can be seen to align with Deuze and Witschge's (2017) calls for a new model in the journalism industry itself. Deuze and Witschge (2017) propose a framework that challenges the occupational ideology, professional culture and organisational structures of the newsroom to produce a broader understanding of the practices of journalism. Similarly, Pavlik (2013) calls for a new version of the curriculum that embeds innovation and disruption to better prepare students for the future.

Royle (2019) takes up Mensing's argument and suggests a change in mindset is needed that moves away from a solely entrepreneurial model of journalism education that allows graduates to succeed and contribute to the sustainability of a rapidly changing industry.

I believe the divide between academics and practitioners that Greenberg (2007) highlights and the tensions that Deuze (2006) refers to can be seen even more widely in recent years following the increased focus by universities on achieving professional accreditation. The BJTC now requires

people teaching journalism on the courses it accredits to have relevant practical experience (Appendix 1: BJTC Accreditation Requirements). It does not include a need for critical thinking in its list of requirements and skills.

While I agree that a change in model is needed, government policies encouraging HE to provide skills that lead to jobs (BIS, 2011) and Degree Apprenticeships focused on skills-based learning (BIS, 2015) can be seen to sit at odds with this. In addition, the policy that many UK universities have adopted in chasing professional accreditation for their courses (Canter, 2015) has meant that the tensions between education and training have continued.

The education versus training debate is not exclusive to journalism. Hamf and Woessmann (2017) argue that while vocational education initially succeeds in getting students jobs, after the initial advantage it became a disadvantage as it reduces adaptability to changing environments. The critical thinking skills that Greenberg (2007) advocated and the need to teach more than just skills (Baines, 2017; Mensing, 2010) can also be seen to align with the gaps in skills highlighting the *2019 Global Skills Gap Report* (QS, 2019). The report looked at the relationship between graduate skills and employer expectations across the global market. It revealed that in the UK the biggest gaps were in what is often referred to as 'soft skills' including flexibility/adaptability, problem solving and communication skills, skills that can be developed through a more critical engagement in the discipline. Rorty (1999) argues that education has two distinct functions: socialisation, learning the norms and values of society, and individualisation. While current journalism education can be seen to be adequately replicating the norms and values and processes of newsrooms, without critical thinking there is little scope for individualisation.

Deuze (2001) warns against the danger of neglecting journalism theory in favour of a curriculum that simply mirrors the practices of industry.

> By immediately dismissing journalism theory from the curriculum or even the discussion because of its perceived clash with the daily practice and routines of media professionals, one buries the reflective potential of the educators and students involved. (Deuze, 2001:8)

While this was written more than 20 years ago, it can be seen to be just as relevant today and has been echoed by more recent work. Frost (2018) called for "thinking skills" to be embedded alongside practical skills, while others have argued that theory can be used to "bridge the chasm" between academics and practitioners (Barkho, 2017). Barkho and Saleh (2017) use the term "praxis research" to refer to applying research findings to practical problems in the media industry in order to close the gap between theory and practice. Similarly, Wright (2012) identified a gap between 'doing' and

'studying' journalism and advocated 'problem-based learning' as a way of bridging this in first year students and producing deeper learners.

Niblock (2007) highlights the paradigmatic divide between journalists and academics and calls for a critical approach that examines the process of decision making in journalism.

> "... from the academic perspective, there is the notion that a body of knowledge is inherent in everyday practice, and that this corpus can be abstracted and unpacked. From the practitioner perspective, journalists season their editorial judgement by doing, by ''thinking on their feet'', not through overt abstraction and application of theoretical models. Hence, there needs to be a new critical approach to journalism that illuminates the processes and decision-making from within, rather than making deductions solely on the journalistic output. (Niblock, 2007:23).

This focus on the process and decision making rather than the product is echoed in Wall (2015) in her case study of the *Pop-Up Newsroom* as a new learning environment for journalism students. The *Pop-Up Newsroom* was a temporary virtual news space created to facilitate participation in citizen journalism with a focus on the process rather the finished product.

Many scholars have discussed the merits of reflection in journalism education in an attempt to bridge the gap between theory and practice and ease the training versus education debate. (Barkho, 2017; Hanna and Sanders, 2012; Mensing, 2010; Niblock, 2007; Sheridan Burns, 2004; 1997; Brandon, 2002). Reese and Cohen (2000) call for the integration of both theory and practice through developing the idea of a reflective practitioner. I think the use of reflection is essential for journalists and students of journalism. Embedding critical reflection into a practice-based education can be seen to bridge the gap between theory and practice. It also provides transferrable skills that can address the gap identified in flexibility and adaptability identified in the *2019 Global Skills Gap Report* (QS,2019), and enable students to adjust to changing environments (Frost, 2018; Hamf and Woessmann, 2017). Many scholars have advocated the use of experiential learning to bridge the gap and embed critical reflection (Evans, 2016; Greenberg, 2007; Steel *et al.*, 2007; Brandon, 2002). I will now explore experiential learning theory in more detail.

3.3 Experiential learning

Experiential learning theories are rooted in social constructivism (Evans, 2019). The emphasis is on the student's ability to create their own learning from experience and interaction with others. It can be seen to originate from the work in the early 20th century by Piaget, Dewey and Lewin who challenged the biological determinism that was prevalent at the time (Evans, 2019). Experiential learning poses a third alternative to behavioural and congnitive theories by suggesting a "holistic integrative perspective on learning that combines experience, perception, cognition and behaviour." (Kolb, 2014:68).

The theory puts experience at the core of the learning process and aims to understand the way in which student experiences motivate learners and promote learning. It is based on the premise that knowledge is continuously gained through personal and environmental experiences and the learner must be able to reflect upon that experience; use analytical skills to conceptualise that experience and make decisions based upon that experience.

The formal definition of experiential learning originated with Rogers (1969). Rogers identified two general types of learning: cognitive, based on memory, formula and facts, and experiential, the applied knowledge that comes from doing. He dismissed cognitive knowledge as meaningless but said experiential learning was significant. Rogers argued that learning occurs when the student participates completely in the process and has control over it. He saw the role of the teacher as a facilitator or a person who creates an environment for learning. This idea of teacher as facilitator resonates with me and aligns with the process of newsdays where the lecturer sets the parameters and guides students through them. The learning is done through students experiencing being a journalist. However, Rogers' approach suggests that students learn by reflecting upon their own experiences but does not include a stage of academic involvement in that reflection, which I think can be important in the learning process. The more popular model designed by Kolb (2014; 1984) which has become synonymous with experiential learning, combines the need for both experience and abstract conceptualisation through engagement with theory in transforming that experience.

Kolb defined learning as "…the process whereby knowledge is created through the transformation of experience." (Kolb, 2014:90). His Experiential Learning Cycle (ELC) has four main bases that the learner must engage with: concrete experience; reflective observation; abstract conceptualisation, active experimentation. The cycle then returns to concrete experience.

Figure 1: Kolb's Experiential Learning Cycle (taken from Evans, 2019)
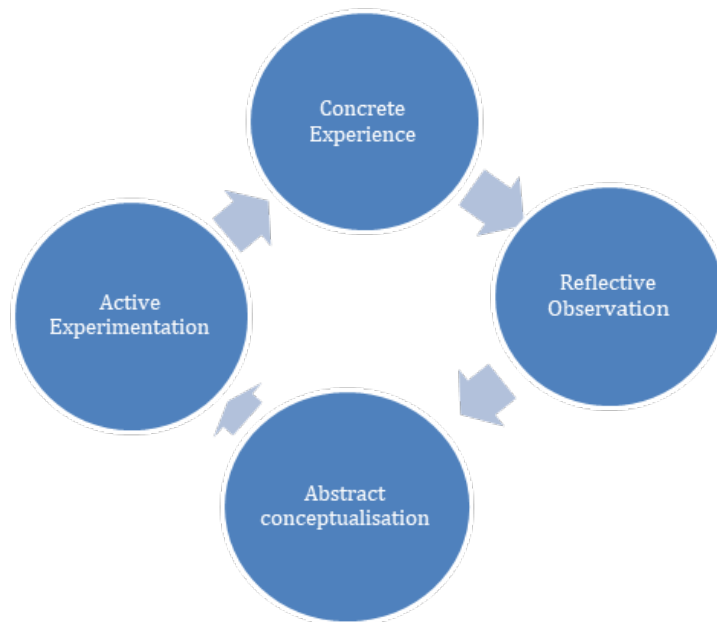
Kolb's original model (Kolb, 1984) is based on the premise that the learner can engage with the cycle at any stage and practice is adjusted based upon experience and reflection on that experience. The cyclical nature of the model means that students can engage with the four bases repeatedly enabling continuous learning. In later editions of the book (Kolb, 2014) and further work (Kolb and Kolb, 2013) he describes the process as a spiral which better articulates the intention for learning to be taken forward rather than simply repeating the cycle. It also incorporates the idea that each learning experience is different and the learner moves forward rather than going back to the beginning of the circle.

Kolb used the Lewinian tradition of action research and the work of John Dewey to substantiate his model (Miettinen, 2000). His early work in 1976 called the model the 'Lewinian Experiential Learning Model'. He argued that in order for experiential learning to be successful there needed to be two aspects: concrete and immediate experience and feedback/reflection. Kolb said that the information provided by feedback is the starting point of a continuous learning process consisting of goal-directed action and evaluation of the consequences of this action. While Dewey talked about the integration of action and thinking (Dewey, 1916), Kolb makes a distinction between different learning styles needed for action and thinking that allows students to engage with the cycle at various stages. Kolb referred to a 'dialectical tension' between the experiential and conceptual stages but resolves the tension by placing them as separate stages in his model. Kolb defines

learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience." (Kolb, 2014:112) Grasping experience is the process of taking in information. Transforming experience is how that information is interpreted. It can be achieved through two dialectically related modes Concrete Experience and Abstract Conceptualisation. Similarly, there are two dialectically related modes of transforming experience, Reflective Observation and Active Experimentation.

Kolb argues that learning occurs from the resolution of creative tension among these four learning modes. He aligned these stages with different learner styles originating from his *Learning Style Inventory* (Kolb, 1976): Accommodator, feeling and doing; Converger, thinking and doing; Diverger, feeling and watching and Assimilator, thinking and watching (Figure 2). While this model is useful, it can be seen as dichotomising learning styles, ignoring the possibility of learners aligning with more than one style.

Figure 2: Kolb's Experiential Learning Cycle and Learner Styles (Adapted from McLeod, 2017).
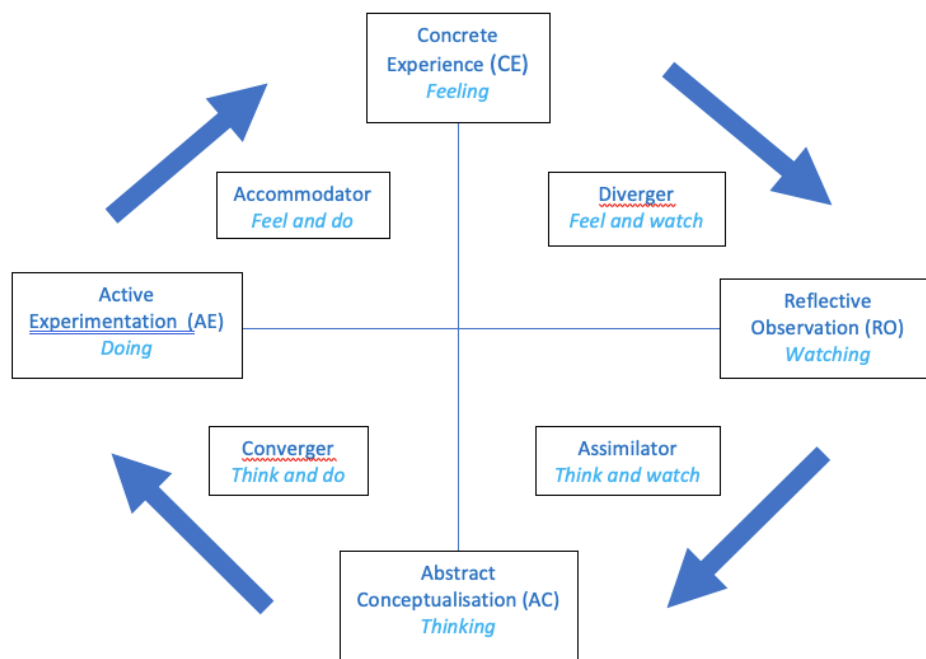
Honey and Mumford (1992) adapted Kolb's ELC and renamed the stages to: Having an experience; reviewing the experience; concluding from the experience and planning the next steps. Similar to Kolb, Honey and Mumford aligned these stages with four learning styles: Activist, Reflector, Theorist and Pragmatist.

Active learning is an essential part of Kolb's ELC (Charles and Luce 2016; Beard and Wilson, 2013; Burnard, 2002; 1991). Burnard (1991) argues that through experience we learn from taking part.

While active learning is essential, the model also emphasises the need for reflection on that experience as part of the learning process. There are similarities between the work of Kolb and that of Schön (1991; 1987). Schön argues that engaging with practice, underpinned by intellectual theory, helps to maintain knowledge. He coined the phrase 'reflective practicum' to describe the individual's ability to reflect upon their actions. This idea of a reflective practitioner was taken up by Reese and Cohen (2000) in their call for integration of theory and practice in journalism education.

Other scholars have developed Kolb's model (e.g. Beard and Wilson 2013; Moon 2004; Cowan 1998; and Gibbs, 1988). While all agree that emphasis should be placed on the experience, the difference often lies in how reflection is perceived in the learning process. Beard and Wilson (2013) argue that some form of coaching or facilitation is essential to encourage reflection (Charles and Luce, 2016). Critics have argued that Kolb's ELC is too simplistic (Moon, 2004; Rowland, 2000). Moon argues that the most important aspect of experiential learning is the ability of the learner to formally reflect upon their experiences.

Beard and Wilson try to incorporate the social, historical and cultural aspects of learning which are missing from Kolb's model. They also highlight the importance of reality in experiential learning. While they do not reject or ignore the potential of simulation experiences, they suggest that there is greater potential for learning if the experience is real and authentic. (Charles and Luce, 2016).

Charles and Luce (2016) developed Newman's criticism of Kolb's ELC (Newman, 1999) as being too ordered, regular and predictable, asserting that the learning experience has many dimensions (behavioural, action-based, cognitive and social) and these can occur simultaneously rather than in stages.

Kolb's ELC, however, remains the most cited model for this approach. It resonates with my own ontological and epistemological assumptions and experiences of teaching and learning in HE. Kolb's ELC can also be seen to underpin the pedagogy of newsdays at University A which is focused around feedback and reflection (Evans, 2019). I will use Kolb's model as the definition of experiential learning in my research. I will now examine how experiential learning has been adopted by journalism educators.

3.3.1 Experiential learning and journalism education

Experiential learning has become a well-established pedagogy in journalism education due to its practice-based nature (Charles and Luce, 2016; Royal, 2015). Evans (2014) argued that university education can develop qualities and behaviours such as curiosity, scepticism, tenacity and "news sense" through appropriate tuition by academics with professional experience and exercises that mimic the workplace experience. However, there are many definitions of what constitutes experiential learning in journalism. Experiential learning exercises, where students produce real news programmes and content in real time, are commonplace in journalism schools and have been studied by many scholars (Burns, 2017; Kocic, 2017, Charles and Luce, 2016; Mathews and Heathman, 2014; Rhodes and Roessner, 2008; Steel *et al.*,2007). In the UK the exercise is often referred to as newsdays but there is no one way of doing this and the level of reflection required by Kolb's ELC model differs between institutions. Brandon's (2002) early calls for experiential learning in journalism education align it with research. She argued that "Journalism researchers ought to consider other approaches in addition to those already being used, thus opening new paths for the study journalism education." (Brandon, 2002:65). Scholars (Evans, 2016; Boyd-Bell, 2007; Greenberg, 2007; Steel *et al.*, 2007) have examined Kolb's ELC as a bridge between the education and training debate, concluding that journalism practitioners would gain value by engaging with theory.

I will now explore examples of where experiential learning has been employed in journalism education.

Valencia-Forrester (2020) provides a typology of work-integrated learning in journalism education including internships and the "teaching hospital" model. In America the term "teaching hospital" where journalism students receive practical experience as an integral part of their education (Knight Foundation, 2013) is widely used. Reed (2018) claims it arose out of a notion that journalism schools are not answering the crisis to produce better-trained journalists highlighted by the Carnegie Knight Foundation (Carnegie Knight, 2011). She draws upon the work of Beard and Wilson (2006) to create a broad definition of experiential learning that includes internships, field work and in-class exercises.

Greenberg (2007) looked at how journalism educators see the role of theory in relation to practice in their classrooms. She examined Kolb's ELC as a framework for analysis of relations between theory

and practice-based educators offering a potential bridge between the two. She argues, however, that it is a two-way street, and while theory should inform practice, practice can also inform theory.

Wright (2012:8) highlighted "something of a black hole" in research about students' actual experiences of the split between theory and practice on their courses. Boyd-Bell (2007) looked at experiential learning in four editions of a student newspaper in New Zealand. She concluded that while some of the learning is contrived and cannot replace a real newsroom, students advanced their technological skills and also developed critical thinking about the profession.

While there are many studies of experiential learning in journalism education, the field of research into work-based learning in journalism education in the UK is relatively small. In addition, few (Matthews and Heathman, 2014) focus on student attitudes and responses to practical experiences that replicate a professional newsroom environment. Few studies (Burns, 2017; Pearson, 2010) examine both student and graduate perceptions of their learning. Most studies (Charles and Luce, 2016; Stoker, 2015; Matthews and Heathman, 2014; Steel *et al.*, 2007) have been carried out within small scale experiential learning projects within a classroom setting. Kocic (2017) reviewed literature surrounding newsdays and experiential learning but did not look at how these days were implemented in universities. He called for further research into newsdays.

My study will bridge this gap in providing views from students and graduates in both a simulation based experiential learning settings and through an internship-style full immersion into a community of practice. I will now examine studies that shape this area.

Stoker's (2015) investigation into using blogging in journalism education demonstrated that students were unknowingly following Kolb's ELC. She argued that reflection was inherent in the practice of blogging but in order for the learning to "become more secure, an element of mediation may be necessary to ensure that students reflect formally on their practice." (Stoker, 2015:177). She drew upon the work of Billett (2011) which suggests that there should be direct guidance by more experienced practitioners during practice-based experiences.

> ...for students to fully exploit this opportunity, blogging needs to sit within
> a formalised pedagogical framework where journalism-specific curriculum considerations
> are taken into account, and good practice is observed in the preparation, supervision and
> evaluation of the experience. (Stoker, 2015:179).

Stoker's idea of a need for direct guidance and formal supervision on these experiences is something that resonates with me and my own experiences of both learning and teaching others. I have outlined in my positionality section in Chapter 1: Introduction, that I am concerned that simply

learning through doing is not enough as it is often only in the feedback and reflection that the learning is done.

Matthews and Heathman (2014) surveyed students as part of week-long publishing exercise. They reported how students perceived their levels of confidence, skills, motivation, engagement and employability increased as a direct result of their involvement with the exercise. Matthews and Heathman's work, however, did not examine whether the students actually felt like journalists during the exercise.

Charles and Luce (2016) adopted a 'live case methodology' looking at a project by 300 students at Bournemouth University reporting on the US Presidential Election in 2012. They evaluated the live coverage of the election and argued that the more "real" the context the more authentic the experience and the deeper the learning. They concluded that the "sense of jeopardy" (Charles and Luce, 2016) that the students' experience empowered them to reflect upon their own learning. This idea of being 'in at the deep end' and exposure to a real-world situation in broadcasting live is explored in my study. Charles and Luce (2016:128) called on educators to create a "more professional and authentic environment" to enhance the experience in the classroom. This view can also be seen to align with the ethos of the BJTC which requires students to produce real stories to real deadlines while participating in newsdays. This notion of risk-taking highlighted by Charles and Luce is also recommended by Royle (2019). While Royle warns of the dangers of replicating the practices of industry through solely teaching skills, she claims that there is a need to create a "reconceptualised journalist" with an entrepreneurial mindset that will lead to sustainable journalistic practice. She designed a new model for journalism education focussing on creativity and innovation, experimental and opportunistic risk taking, entrepreneurial self-efficacy, self-sufficiency, collaborative network and enterprise skills and interactivity.

Steel *et al.,* (2007) conducted an experiential learning exercise with postgraduate students working as real journalists on the 2005 UK General Election. This one-off experiment was followed by sessions in reflection and semi structured interviews. Steel *et al.,* (2007) called for further work in this area to enhance the learning experience from the perspective of staff and students and in particular how educators manage the balance between throwing students in at the deep end so they can resolve problems, whilst maintaining sufficient control.

These calls prompted my own initial research of newsdays in preparation for a career in journalism (Evans, 2016) and the need to create a safe place to make mistakes in experiential learning (Evans, 2017).

Other studies based on short-term experiential style learning exercises have also advocated this approach to teaching journalism (e.g. Stoker, 2015; Parks 2015; Pearson, 2010; Kartveit, 2009.) Pearson (2010) looked at the role of experiential learning in a small-scale study of student perceptions of journalism education. While this study was conducted in America, it is similar to mine in that it looks at both student and graduate perceptions. Pearson analysed the lived experiences of 25 students and graduates who worked on university publications and as interns for professional employers from public and private universities in America. Burns (2017) examines student perceptions of their learning through weekly newsday-style workshops in the University of Wollongong's new social and mobile first newsroom. He also examines their perceived development as journalists. Students identified the pressure of deadlines and the need to be prepared for roles within the newsroom as "significant aspects of their newsrooms and journalistic learning." (Burns, 2017:129)

Pearson refers to Kolb's ELC in asserting that experiential learning helps students to achieve a mastery of concepts and emphasised the importance of a debriefing with a mentor. "The participants emphasised the importance of working in an experiential learning setting, debriefing with an advisor or mentor and then returning to the experiential setting to work more effectively." (Pearson, 2010:61). She used a metacognitive lens to examine student perceptions of their learning and concluded that while students supported traditional established practices for teaching the basics, they considered experiential learning the most valuable learning experience. They perceived that they were better team players and began to understand how things worked. However, Pearson said participants defined "effective educational experiences" as learning that took place through interactions with mentors and advisers. It is unclear what was meant by "effective" in the study, but it is clear that students valued the face-to-face communication from mentors. She concluded that students associated learning as something they did through interactions with their tutors. While I agree that tutor intervention is essential, in my earlier work (Evans, 2016), which also advocates the use of Kolb's ELC, I concluded that it was often in the conversations students had with their peers after newsdays where they engaged with the reflective observation stage.

Parks (2015) examined an experiment to enhance news writing skills where students worked in a classroom environment but were able to publish their work in the public domain. He warned of the dangers of losing analytical instruction in the name of 'real-world' experience. He said: "Creating an experiential project in which students reported and edited on deadline meant less in-class time for instruction, reflection, and review.". (Parks 2015:136).

Parks argued that while experiential learning is "essential to a quality journalism education" (Parks, 2015:36) it should not be the exclusive format and called for a variety of approaches to be used.

While Parks' s concerns are valid, his definition of experiential learning does not appear to take on board the stages of reflective observation and abstract conceptualisation from Kolb's model or Brandon (2002) and Greenberg's (2007) suggestions to incorporate theory and practice through this approach. My own work in this area (Evans 2016;2017) looks in more detail at the stages of Kolb's ELC and aligns them with the practices of newsdays, arguing that if experiential learning is to be successful there needs to be a safe place within the process for students to make mistakes and then reflect (Evans, 2017).

Shaffer (2004), however, argues that reflection can be combined with active experience in journalism as reflecting on practice is a skill internalised by the learner as they become part of a practice community. This idea has synergies with the work of Sheridan Burns (2004) who argues that critical reflection is part of the job of a journalist. Shaffer draws on Schön's idea of the 'reflective practicum' where learners have a capacity to combine reflection and action, on the spot, "to examine understandings and appreciations while the train is running." (Schön, 1985:27). He argues that Schön's reflective process is progressively internalised in journalism through norms, habits, expectations, abilities, and understandings of a community of practice.

Shaffer's definition of experiential learning in journalism education, like others (Reed, 2018; Charles and Luce, 2016; Wall, 2015), overlaps somewhat with the theoretical perspective and pedagogical models associated with situated learning. I will now explore this pedagogical approach, the literature surrounding it and how it has been applied in journalism education.

3.4 Situated learning and communities of practice

Situated learning theory is a socio-cultural approach. It is based upon students' full immersion in a community of practice and focuses on their changing role through participation over time. (Evans, 2019). Exponents of this perspective (e.g. Fuller *et al.*, 2005; Sergiovanni, 2004; Wilkerson and Gijselaers, 1996; Lave and Wenger, 1991; Rogoff, 1990) argue that all learning is situated and that it is within communities that learning is most effective. They emphasise the relationships that take place between members of the community as essential for the learning process. This approach has been aligned with the apprenticeship model of learning. (Fuller *et al.,* 2005; Lave and Wenger, 1991)

Lave and Wenger (1991) used the term Communities of Practice (CoP) for groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly. A CoP consists of a domain of knowledge, which defines a set of issues; a community of people who care about this domain, and the shared practice that they are developing to be effective in that domain. Lave and Wenger looked at five studies of apprenticeship (midwives, tailors, quartermasters, butchers and non-drinking alcoholics) to understand how newcomers or apprentices could become masters through engagement, interaction, collaboration and learning knowledgeable skills (Evans, 2019). They argued newcomers participate in the CoP through a process of Legitimate Peripheral Participation (LPP) and interaction with masters of the trade along with engagement in social practice, interaction and collaboration.

Figure 3: Lave and Wenger's Legitimate Peripheral Participation Model (taken from Evans 2019 and adapted from Meng 2018)
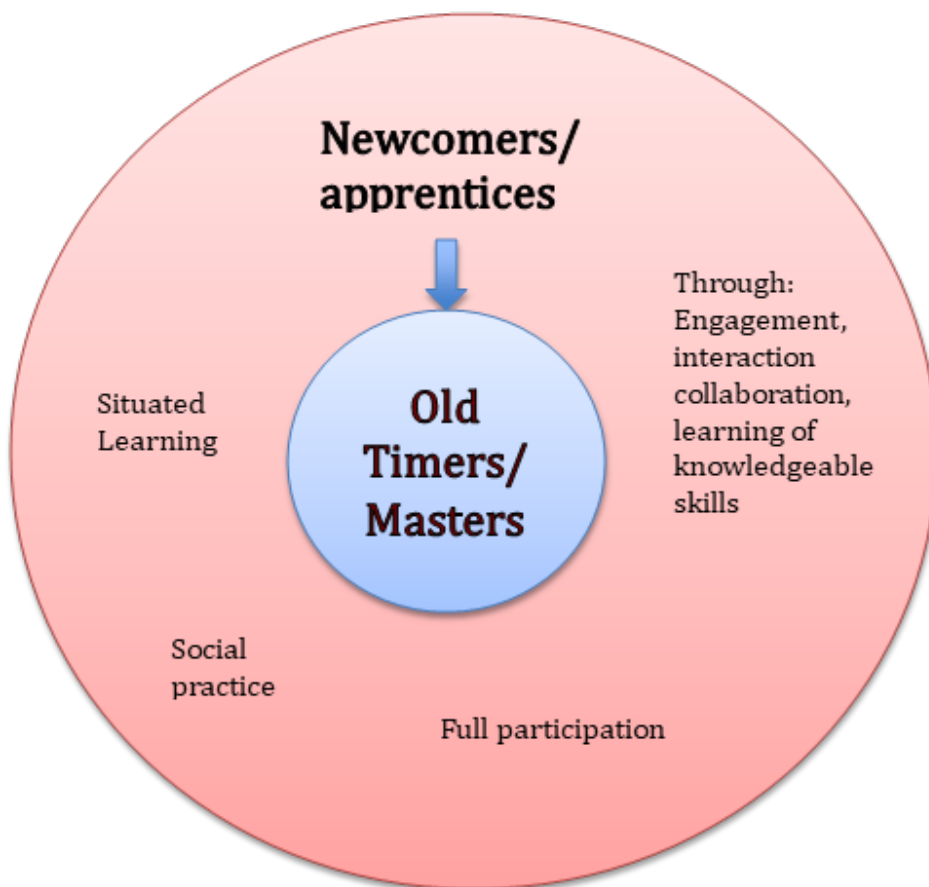
For Lave and Wenger, fully participating in the community of practice was the key to learning.

> In our view, learning is not merely situated in practice as if it were some independently reifiable process that just happened to be located somewhere; learning is an integral part of generative social practice in the lived-in world. (Lave & Wenger, 1991:35).

The model differs from experiential learning theory in that the learning is attributed to the full participation in a community, whereas for experiential learning theory it occurs in the reflective process.

Wenger's further ideas of a community of practice have been applied to many disciplines including nursing and business (Wenger, 1998). Communities of practice are important places of negotiation, learning, meaning, and identity (Wenger, 1998). Wenger argues that members must interact with one another, be bound together by an understanding of a sense of joint enterprise and be able to produce a shared repertoire of communal resources.

Lave and Wenger's model has greatly influenced thinking in this area (e.g. Fuller, *et al.*, 2005; Billett, 2001 and 1998; Boud & Garrick,1999; Guile & Young, 1999; Hutchins, 1999). Fuller *et al.* (2005) explore the strengths and weaknesses of the concept of 'legitimate peripheral participation' as a means of understanding workplace learning. They argue that while Lave and Wenger's work continues to provide an important source of theoretical insight it has some significant limitations. They point out that the model does not relate to contemporary workplaces in advanced industrial societies and the complex institutional environments in which people work (Fuller *et al.*, 2005). They argue that these complex settings are a factor in providing opportunities and/ or barriers to learning. Roberts (2006) points out that power and trust can be barriers to creating a community of practice and, in some instances, this can limit the degree of participation. Similarly, Kerno (2008) shows how time constraints, organisational hierarchies and regional culture can provide a challenge to the idea of creating a community of practice. I suggest that institutional environments have become even more complex since the COVID-19 pandemic and the need to work from home. Lave and Wenger's model, while useful, relies upon interaction with others and a relationship between masters and apprentices. While it can be argued that there are still "groups of people who share a concern, a set of problems or a passion about a topic" (Wenger et al., 2002:4) the social interaction that the LPP model relies on does not exist in the same way.

The Lave and Wenger LPP model is useful for apprentice-style learning and in creating a CoP. This situated learning can be seen to align with the pedagogy adopted in University B's internship route (Evans, 2019) which I reflect upon in Chapter 6: Discussion. However, it negates the need for didactic teaching as part of the learning journey. The case studies with midwives and non-drinking alcoholics in their book, demonstrate a disconnect between didactic teaching and learning, as the learning is done from participation and replicating the practice examples of others. The model also does not provide a space for reflection that the ELC model of Kolb includes and that I consider to be essential in the learning process (Evans, 2016). I will explore the concept of reflection in journalism education in more detail in Chapter 6: Discussion.

3.4.1 Creating a community of practice in journalism education

Scholars (Tulloch and Mas i Manchon, 2018; Madison, 2014; Hodgson and Wong, 2011; Steel *et al.*, 2007) have drawn upon situated learning and CoPs as a way to reshape journalism education.

Steel *et al's* (2007) study of experiential learning claimed it is possible to have a CoP within HE and that students can learn from one another as long as they have a common domain of knowledge, goals and practices. It could be argued that the BJTC requirements of newsdays could be seen to provide this framework within HE.

Most of these studies (Tulloch and Mas i Manchon, 2018; Madison, 2014; Hodgson and Wong, 2011) look at immersing students in a professional environment through university led projects that provide content for news organisations. Tulloch and Mas i Manchon (2018) examined an example where students worked for the Catalan News Agency for six months. However, while the students produced content for the news agency and for direct consumption in the public domain, the project was conducted at the university. The students were not fully immersed and had the safety net of the classroom behind them. Tutors were on hand to fine tune the skills necessary to produce professional-level material for the agency while also providing academic critique and rigour. Madison (2014) looked at the experience of students working as 'digital practicums' producing material for news outlets. Both studies found that seeing their material published in the public domain gave students a sense of legitimacy, reality and authenticity to the pedagogical experience (Madison, 2014).

Tulloch and Mas i Manchon (2018:38) claim that the project helped to bridge the gap between theory and practice by providing an "integrated theoretical and professional training

model" addressing the "permanent face-off between the academy and the profession" (2018:37). They argued that the demands of the digital newsroom have forced educators to consider a model that incorporates academic and professional criteria (Tulloch and Mas i Manchon, 2018). This study has similarities with University B's internship route in that students are providing material for a real news organisation to be used in the public domain. Tulloch and Mas i Manchon's article was observational and, while it referred to statistics that indicated students were more satisfied on the course than other similar courses, there was no qualitative data from students as to how they perceived their learning. My research will go some way to address these gaps in knowledge.

Hodgson and Wong (2011) focused on the need to align journalism education with changing industry practices and examined the idea of developing a community through writing blogs. They argue that journalism educators need to provide an "authentic learning environment" to develop professional skills. They concluded that this form of situated learning, followed by constructive feedback with peers, allowed students to construct their own knowledge and provided authentic learning opportunities. This allowed students to be assessed on their journalism skills alongside developing critical reflective thinking skills. The study can be seen to be adopting both the principles of situated learning and the reflective observation suggested by Kolb (2014) and a way of bridging the gap between theory and practice.

All of the projects above look at creating a community of practice through experiential learning that exists in a classroom-based setting. While some of the projects provide material for real news organisations, little has been written about journalism students learning from being fully immersed into a community of practice in a workplace. It can be argued that this type of full immersion (Lave and Wenger, 1991) where students experience working with "old-timers" or masters in the profession, better exemplifies Lave and Wenger's LPP and CoP. The cases in my research compare experiential learning through newsdays in a classroom-based setting and situated learning by full immersion into a community of practice.

3.5 Reflection

Both Kolb's ELC and Lave and Wenger's LPP model rely upon the learner having a direct experience. As can be seen in the sections above, the implementation of that experience and the definition of experiential learning differs widely. While many scholars have conflated the two approaches, both models are distinctly different in how they view learning to take place. Both start from the basis of

having a practical experience, but in Lave and Wenger's model the emphasis is on participation whereas for Kolb the learner needs to reflect upon that experience and conceptualise from their reflections. For Kolb the process is continuous and the learner can participate in the cycle through a progressive spiral as many times as they want.

In journalism education, as with other vocational disciplines, learning by doing may be common, but the doing alone does not guarantee successful learning (Sheridan Burns, 1997). The role of reflection has been advocated by many in journalism education (Hanna and Sanders, 2012; Niblock, 2007; Shaffer, 2015; Steel et al., 2007; Sheridan Burns, 2004 and 1997, Brandon, 2002; Reese and Cohen, 2000.)

Sheridan Burns argues that critical reflection is already part of the practice of journalism as practitioners are forced to "scrutinize (sic) their own actions, exposing the processes and underlying values in their work while they are doing it." (Sheridan Burns, 2004:10). She argues that theory and practice can intersect through reflection in a way that does not undermine the independence and autonomy of news production (Niblock, 2007). Sheridan Burns claims that these skills can and should be embedded in journalism education too.

> In journalism education, inculcating the conscious use of critical reflection provides a structure by which decision-making skills are learned along with, and as part of, writing and research skills. Journalism requires active learning, critical and creative thinking. (Sheridan Burns, 2004:5).

I agree that the skills of critical reflection are undoubtedly useful in journalism, but as a former journalist, I am not convinced that this takes place in the profession. Journalists do need to think on their feet, make decisions and are often called upon to scrutinise their actions, but I do not think this is done to the same depth of critical reflection that is required by Kolb's ELC. The need for speed in newsrooms and split-second judgements mean there is little time for critical reflection (Niblock, 2007). Niblock (2007:20) recalls how a former editor once told her to "leave the analysing to society". She concludes that there is still a demonstrable difference between journalism practice and academic research and there are problems with submitting journalism research as practice. Niblock argues that journalism practitioners and academics, who are often one of the same, need to provide critical and reflexive accounts of editorial practice and decision making. Similarly, Barkho (2017) argues that a praxis-based research could help to bridge the gap between theory and practice.

Scholars (Hanna and Sanders, 2012; Niblock, 2007) have argued that students need to be taught the value of reflection and how to reflect alongside professional practical skills. Niblock (2007) looks at

what reflective practice means in journalism education and claims that students should be taught how to do it.

> The goal of coaching students in ''reflective practice in journalism'' is one attempt to bring theory and practice into closer union. The term is oft-repeated in university prospectuses, while journalism scholars use the word reflective to distinguish their branch of inquiry from that of the media sociologist. However widely the term is used, the definition of reflective has not been fully anchored in meaning. It needs to be. (Niblock, 2007:22).

3.6 Professional identity

Being considered as professional gives the journalism industry validity and respectability. For students, the notion of becoming a professional legitimises the value for money argument created by the change in funding model for HE I referred to in Chapter 2: Context. My second research question examines students' and graduates' perceptions of the development of their professional identity. The concept of professional identity is vast and can take many forms (Nygren and Stigbrand, 2013). I have focussed my literature review in this area on the concept of professional identity in journalism education. However, there is some overlap with literature that examines the concept of professional identity in journalism itself. Journalism as a profession or trade has no formal procedure for admittance and therefore journalists need to create their own professional identity (Wall, 2015). This is often done by adopting a set of norms and values which replicate the status quo (Mensing, 2010) and creating shared discourses and informal networking practices (Zelizer, 1993). Deuze (2005) cites Hallin's work (1992) which claims that a culture of professionalism arose in journalism at the end of World War II and remained until the late 1980s. Hallin links it to a "social responsibility model" and a faith in professionals and intellectuals to be expert communicators. Deuze (2005; 2006) developed this idea looking at how the advent of the multimedia newsrooms, technological change and globalisation impacted on the notion of professionalism in journalism

Autonomy and a notion of serving the public are often linked with the concept of professional identity in journalism (Deuze, 2005). Deuze suggests that journalists are bound by a "social cement of an occupational ideology of journalism" based on five ideal types: public service, objectivity, autonomy, immediacy and ethics (Deuze, 2005:442). While these studies did not look at the creation

of professional identity in journalism students, these dimensions can be seen to apply within journalism education and are useful for my study.

The definition of what it means to be a journalist can also be seen to have changed in recent years. The advent of social media, blogging, citizen journalism and hyperlocal journalism has challenged traditional definitions (Harte, Williams and Turner, 2017; Johnston and Wallace, 2016). Harte, Williams and Turner show how hyperlocal news has given agency to community groups to participate in democratic roles traditionally performed by news media thus changing the definition of what it means to be a journalist.

Deuze (2019:1) stated that he no longer believed that "the news industry as it has traditionally been organized (sic) is necessary for journalism as an ideology to survive and for the work of journalists to remain relevant to people's lives." This is evident in the students I have taught who have had a different understanding of journalism to their lecturers who hail from traditional print and broadcast backgrounds. This study will also look at the students' perceptions of professional identity against this backdrop.

Research of professionalisation in journalism is often combined with studies looking at editorial practice (Stigbrand and Nygren, 2013). This makes a link between the 'doing' and the study of the creation of professionalism. Stigbrand and Nygren (2013:2) argue that "journalistic identity creates a culture that its members embrace". This aligns with Lave and Wenger's LPP model and the need for apprentices to be immersed into a community of practice with shared values which create a sense of identity. I am interested, however, in discovering how a professional identity, if at all, is created in journalism education and students' perceptions of this.

3.6.1 Professional identity in journalism education

There is a notion among some editors, like my first boss, that journalists are born not made (Sheridan Burns, 2003). These editors argue that the academy is not the place to teach how to be a journalist and journalism is not the place to reflect on the role of the media. (Deuze, 2006). The discourse among some employers is that you do not need an education or training you just need to be "gutsy" or "angry" and you will learn all you need to know on the job. (Reardon, 2016).

Journalism education, however, does play an important part in creating professional identity (Nygren and Stigbrand, 2014; Stigbrand and Nygren, 2013) and, as it increasingly becomes a

graduate profession, (Kocic, 2017; Deuze, 2006), its role is paramount. Professional education allows the norms and values of the profession to be passed down and for students to be "socialised into the profession" (Nygren and Stigbrand, 2014:841) aligning with Lave and Wenger's idea of apprentices learning from the masters through engagement, interaction, collaboration and learning knowledgeable skills.

There is no single definition of professional identity in journalism education (Stigbrand and Nygren, 2013). Stigbrand and Nygren draw upon the work of Brante (2011;2005) which describes professions as groups of individuals where members:

> ...use skills based on theoretical knowledge, they have been trained in their field and have an official qualification. Shared codes of conduct guarantee professional integrity. In addition, members share a sense of identity, common values and a language (Stigbrand and Nygren, 2013:2).

However, as I have shown in Chapter 2: Context, there is no single official qualification for journalists and many assume the role without any training, particularly in the multimedia age of blogging and hyperlocal publications. For those that do undergo training, the shared codes of conduct are often taught by former journalists. Students learn to replicate what has been done before and adopt the values of their teachers (Mensing, 2010) including what they consider to be professional. Deuze (2006) argues there are increasing levels of professionalisation, formalisation and standardisation in journalism education worldwide. More recently, with students paying their own fees in the UK they want to invest in a course that will make them a "professional", giving them a perception of value for money.

Studies of experiential learning in journalism education have shown that students grew in confidence and developed a sense of pride in their work. (Burns, 2017; Charles and Luce, 2016; Matthews and Heathman, 2014; Steel *et al.,* 2007). Burns (2017) looked at how experiential learning in the final year Newsroom Practice subject contributed to the students' confidence in their abilities to work as a journalist and impacted on their future journalistic work. He did not address, however, whether the students felt they had become journalists through the exercise. The sense of 'doing it for real' identified by Steel *et al.,* (2007) via the experiential learning exercise was temporary and related to a one-off experiment. It did not look at whether a permanent notion of professional identity was created.

Studies of professional identity conducted with journalism students can be placed into three areas:

- Examining student motivations for being a journalist (Stigbrand and Nygren, 2013).
- Examining how students view the profession and what they consider to be the professional identity of a journalist (WIlliams, Guglietti and Haney, 2018; Wall, 2015; Hanna and Sanders, 2012).
- Examining professional identity of students working in student media (Wall, 2015; Gutsche, 2011).

There is a paucity of qualitative studies which examine how journalism students conceptualise their own professional identity in relation to technological changes. (WIlliams, Guglietti and Haney, 2018). Burns' (2017) study looks at a week-in week-out experiential learning exercise at the University of Wollongong's social and mobile first newsroom in Australia. Students took on different editorial roles each week similar to newsdays. He examined student and graduate perceptions of the exercise and found that 95% felt more confident to work as journalists as a result. While this study has some similarities to mine, there are few studies based in a UK HE setting and none that look directly at the formation of professional identity on courses accredited by the BJTC.

Shardlow (2009) along with Franklin and Mensing (2010) call for a better understanding of how journalism students perceive their occupational identity in a rapidly changing industry.

> There is little information about the experience of aspiring journalists across the two primary crucibles of occupational identity development – the university and the newsroom – and thus there is a limited knowledge base upon which to build research' (Shardlow, 2009:8).

I will now examine some of the existing studies in more detail.

The industry-centered model (Mensing, 2010) can be seen to shape student perceptions of what it means to be a journalist. When challenged to create a new model some students do not see this as professional. Wall (2015) examined student responses to a new citizen journalism style approach through a virtual '*Pop-Up Newsroom'* exercise and found that responses were split between those who embraced change and began to develop journalistic identities; and those who saw this as unprofessional and advocated the traditional style physical newsroom. Both the students who responded positively to the *Pop-Up Newsroom* and those who did not believed that diverting from

the norm was not professional. They associated a professional identity with being able replicate the practices of industry.

Whether journalism students want to actually become a journalist at the end of their studies unsurprisingly affects their formation of professional identity on their course (Stigbrand and Nygren, 2013). Many students studying journalism do not want to be journalists with some seeing it as a route into other professions (Nygren and Stigbrand, 2014; Stigbrand and Nygren, 2013). Stigbrand and Nygren analysed professional identities among 527 journalism students in five countries (Sweeden, Finland, Russia, Poland and Estonia). They examined students' motives to become journalists, competences and character traits, ideals and values, and relations to other professional areas. They argue that professional identity has many dimensions but can broadly be categorised as how individuals look at themselves internally and how they interact with others externally. This definition is useful to my research in that it looks at how and when students perceive their professional identity to be that of a journalist. My study does not specifically look at student motivations for becoming a journalist, but I acknowledge that whether students want to be journalists will have an impact on their perceptions of their professional identity. This is considered in relation to the findings in my two cases in Chapter 6: Discussion.

Hanna and Sanders (2012) studied the views of journalism students towards the profession and the role of the media how these views changed during their journalism education. They did not, however, look at whether students considered themselves to be journalists. They found that as their studies progressed, students became less likely to support the role of giving "ordinary people" a voice.

Williams, Guglietti and Haney's (2018) case study in Canada looked at the creation of professional identity in journalism students through engagement with practical simulation exercises and work experience. They examined and coded students' reflective assignments but did not speak directly to the students themselves. They found that students adopt and personalise ideals especially surrounding the role of journalism as a public watchdog. Notions of objectivity, ethical practice and the public good, that Deuze (2005) refers to, were prevalent in their findings. Williams, Guglietti and Haney (2018:833) called for a "deeper understanding of trainee practitioners' views of journalism as a profession" and how they identify with the traits associated with being a professional journalist. My qualitative study goes some way to fill this gap.

Many of these studies look at students working in simulation-based classroom exercises (Wall, 2015; Steel *et al.,* 2007), short-term work experience (Williams, Guglietti and Haney, 2018) or on student media (Gutsche, 2011). Gutsche found that while engaging in these activities students believed they

were already working on a 'job' as a reporter and perceived themselves to be journalists. There is little research, however, that explores whether this notion of professional identity continues outside these controlled and short-term experiences and exercises.

The development of professional identity in journalism students is accumulative. There is often a series of stages that they need to go through in order to "feel like a journalist" (Shardlow, 2009). Shardlow's longitudinal study in Australia is one of the few to look at the formation of professional identity in journalism students and graduates. She asks whether journalism students get jobs, whether journalism education prepares them for the workplace sufficiently and whether that education provides them with the skills to be mindful and reflective journalists, capable of making a contribution to their community. Shardlow interviewed 41 journalism students while they were studying and 19 of these again while they were in their first jobs. She concludes that in order to arrive at the professional identity of a journalist, students need to go through a number of stages. These stages include: claiming confidence in the skills they believe they need to have; achieving a sense of belonging and social ease in the newsroom; and understanding the newsroom habits and how to "earn 'hack capital' by gaining organisational literacy in the newsroom and confidence in their organisational news sense." (Shardlow, 2009:268). She identified four stages in the transformation from aspiring journalist to journalist which are encountered through the accumulation of 'hack capital'. She called these stages: student, survival, strategy and arrival.

Shardlow called for further longer-term longitudinal studies to determine the "changing perspectives of journalists as they progressed from arrival stage through to more senior journalist stages". (Shardlow, 2009:282). My research is not longitudinal, however it does look at the development of professional identity in journalism students and graduates. By surveying graduates now working in journalism alongside interviews with current students, I aim to establish factors that helped to create a professional identity during their education. My study will help to address Shardlow's call for a better understanding of how journalism students perceive their occupational identity in a rapidly changing industry.

3.7 Chapter summary

This literature review identified and examined the key areas pertaining to this study. I have given context to journalism education in the UK and examined the long-standing calls to reinvent it. I have also looked at the training versus education debate that has caused tensions in this area.

I examined the approaches of experiential and situated learning in practice-based education in bridging this gap and critically evaluated the similarities and differences between those two approaches

I have chosen to use Kolb's ELC as my definition of experiential learning as this aligns with my ontology, epistemology and pedagogy. I have demonstrated how this model differs from Lave and Wenger's definition of situated learning which is often conflated under the broader umbrella of experiential learning. I will adopt Lave and Wenger's CoP model in relation to the situated learning that occurs in my case study. These two approaches are useful when considering the pedagogies used in the two cases in my study.

While much has been written about journalism education, few studies examine student perceptions of their journalism education (Williams, Guglietti and Haney, 2018). The BJTC requirement for experiential learning through newsdays has been long established, but there has never been a published empirical study in how best to achieve learning through these days and how, and if, this learning transforms the professional identity from student to journalist.

I have also looked at studies of professional identity in journalism education. I have demonstrated that there are a number of models of professional identity and definitions of what it means to be a journalist. As my research is a perception study, I have chosen to define professional identity as "feeling like a journalist" - a phrase that was used in the questions throughout my data collection. I will examine the perceptions of my participants making reference to the models that have influenced my thinking. Shardlow's (2009) incremental stages have been useful as they align with my own experiences, having learned the trade as a former journalist, and also in teaching these skills to students. It also aligns with my pedagogical approach of providing scaffolded learning (Wood, Bruner and Ross, 1976). Deuze's (2005) notions of objectivity, ethical practice and the public good are also useful in enabling me to understand how students see the role of journalists and what they consider as being professional.

There are few studies in this area, particularly looking at student and graduate perceptions, and more work needs to be done to get a better understanding of how journalism education shapes the professional identity of journalists (Royle, 2018; Williams, Guglietti and Haney, 2018; Gutsche, 2011; Shardlow, 2009; Franklin and Mensing, 2010).

Examining the literature in this area was useful in helping to identify aspects of professional identity formation that have shaped my research. It has also enabled me to identify the following gaps in knowledge that exist in this area:

- The development of professional identity in journalism students in experiential and situated learning opportunities outside of controlled, short-term exercises.

- The perceptions of journalism students of their learning in a fully-immersed situated learning environment. Tulloch and Mas i Manchon (2018) examined a similar model but it can be argued that the students were not fully-immersed. Student perceptions to their learning were also not part of their study.

- The perceptions of both students and graduates in the UK of their learning. Pearson (2010) and Burns (2017) do this to some extent, but Pearson's work has an American context and Burns's is in Australia.

- How journalism educators manage the risk between throwing students in at the deep end while retaining sufficient control to guarantee a positive experience (Steel *et al.,* 2007)

- UK studies of experiential learning focussing specifically on courses accredited by the BJTC. While all BJTC accredited courses are required to deliver a list of skills and complete fifteen newsdays a year, there is no study as to how best to achieve this and how to integrate it alongside the academic requirements of HE and whether this contributes to creating a professional identity as a journalist.

My research will go some way to addressing these gaps.

Chapter 4: Methodology

4.0 Introduction

This chapter examines how I approached my research position, the methodological choices I made and the methods I chose to collect data. I position the methodology of my study within the research paradigm and explain why it was structured in this way.

There is no one definition of methodology. Clough and Nutbrown (2007:32) describe it as "rather like trying to catch water in a net." They point out that different researchers adopt different definitions pertinent to their discipline, training and purposes. Braun and Clarke (2013:31) demonstrate how methodology differs from methods, which are the tools used to collect data, by referring to methodology as the "framework within which our research is conducted." I found this definition useful when examining the methodology for my study. Crotty (1998) said that examining a certain methodology can reveal a number of complex assumptions which are shaped by the researcher's world view. The decisions I have made in structuring and conducting my research have both impacted the findings and framed the entire study and have been influenced by my own positionality and motivations for conducting this research. This is common in qualitative research.

4.1 Research paradigm

Research paradigms are frameworks of theoretical and philosophical perspectives that connect ideas (Blaikie, 2007). They are based upon assumptions made about ontology, which is the nature of reality, and epistemology, which is the way that knowledge is formed (Blaikie, 2007). Hughes and Sharrock (1986) suggest that the philosophy of research can be seen as a dichotomy of mind and matter. They argue that the whole of Western philosophy could be written as a contest between the various ways of formulating what that distinction is. Blaikie (2007) argues that the fundamental methodological problem that faces all social researchers is the connection between social experience and social reality.

Cohen *et al.,* (2011) identify three contrasting research paradigms: normative, interpretive and critical paradigm. The normative paradigm is a model based on objectivity used in the natural sciences. It explains behaviour by seeking a cause and is focused on objectivity. This is often referred to as the positivist paradigm (Della Porta and Keating, 2008; Blaikie, 2007), a term coined by the philosopher Comte in 1970 (Blaikie, 2007) meaning an approach to the studying society and how it

operates relying specifically on scientific evidence, such as experiments and statistics. Its purpose is to generalise from the specific. The interpretive paradigm is centred around the individual rather than society and the social system. It is used in non-statistical research and is concerned with understanding actions and meanings rather than causes. This approach is interested in subjectivity and interpreting the specific. The critical paradigm looks at societies, groups and individuals and is used by researchers with an interest in ideology, critique and action. It focuses on understanding, interrogating, critiquing and transforming actions and interests. However, Clough and Nutbrown (2007:16) argue that it is not possible to study "society and the social system" without some interactive notion of reference to the individual or to "generalise from the specific" without interpreting the specific.

Blaikie critiques the postivist paradigm using Habermas' (1970) version of Critical Theory (Habermas, 1970) which claims that natural and social realities are socially constructed. He argues that the core feature of interpretivism is that researchers need to understand the social world from the "social actors who inhabit it" and that "social reality has to be discovered from the inside" (Blaikie, 2007:180).

As my research is about understanding perceptions and is situated in the social world rather than the natural sciences, I rejected the positivist assumptions. Similarly, as my study is not concerned with ideology and critique, I did not adopt a critical paradigm. My values align with interpretivism as I am concerned with the perceptions of individuals towards their learning and their subjective experiences of learning in different situations.

An interpretivist paradigm is based on the premise that there is no one version of reality and that subjectivity is inseparable from the research context (Croucher and Cronn Mills, 2015). As I believed that the knowledge I constructed was relative to the context of the study, I aligned more closely with the relativist approach. My study is based on perceptions of professional identity and I am interested in the subjective feelings and beliefs of the participants. It is also my belief that it is impossible to extricate subjective experiences from research of this kind and that the researcher's positionality and life experiences also play a large part in both the design of the study and consequently the findings.

Denzin and Lincoln (2018) argue that a paradigm encompasses four terms, ethics, ontology, epistemology and methodology and poses four basic questions pertaining to them. The ethical question relates to how the researcher applies morals. Ontology refers to how the researcher understands reality. The epistemological question is how the researcher understand the world and the origin of knowledge, and the methodological question relates to how that knowledge is

obtained. Crotty (1998) argues that ontological and epistemological issues emerge together and does not include ontology in his framework. He said to "talk of construction of meaning is to talk of construction of meaningful reality." (Crotty, 1998:10). Similarly, Braun and Clarke (2013:31) refer to ontology and epistemology as "far from independent of each other" and argue that together they determine which methodologies and methods are appropriate for the research.

I believe, like Crotty (1998), that ontology and epistemology are intertwined. I believe that meaning is created by the individual through experience and reflection on that experience (Kolb, 1984) and that theoretical perspectives, methodologies and methods all inform one another. This social constructivist approach has its origins in the work of Dewey, Bruner, Vygotsky and Piaget (Olusegun, 2015). Piaget's work showed that ways of doing and thinking evolve over time (Piaget *et al.*, 1967). Constructivism is based on the premise that cognition is the result of 'mental construction' and that students learn by building on information that they already know. These principles aligned with me and the way I had observed students learn on newsdays.

I consider my epistemological assumptions to be that of social constructivism. However, the principles of constructionism can also be seen to underpin my research. The two philosophies are often confused (Mohammad and Farhana, 2018). Mohammad and Farhana describe the similarities and differences between the two philosophies and develop a learning and teaching framework that integrates the two.

Piaget suggested that knowledge was actively constructed in the mind of the learner and is an interaction between experience and ideas (Piaget, 1968) rather than being simply transmitted from teacher to student. Mohammad and Farhana (2018) argue that cognitive constructivism views learning as an active process in which learners construct new ideas or concepts and construct their own meaning. They also point out that constructivism asserts that people learn more effectively when they are engaged in constructing what Piaget describes as a "personally meaningful artifact (sic)" (Mohammad and Farhana, 2018:274). This concept of a "personally meaningful artifact" was useful for me as it aligns with my belief that for some students the learning occurs when they are to experience for themselves the activity or concept that is being taught and add meaning to it from their own personal experience. This concept of a personalised way of learning is taken up by Olusegun (2015) who argues that the most important contribution of constructivism to education is the focus on student-centred learning. This also resonated with me as I am interested in discovering when students individually consider their learning to take place and when they perceive their professional identity to be that of a journalist.

Constructionism was initiated by Papert (1980) but inspired by the constructivist approach of Piaget and sees learning as most effective when the learner designs or constructs a tangible or meaningful product (Papert, 1980). The theory is based on the principle that meaningful learning occurs when individuals actively construct a meaningful product in the real world (Mohammad and Farhana, 2018).

Similarly, Blaikie (2007:22) argues that constructionism is the "outcome of people having to make sense of their encounters with the physical world and with other people." Mohammad and Farhana (1980) cite the work of Amineh and Asl (2015) to demonstrate that constructionism differs from constructivism in that it is not just the creation process that is important in the learning, but that the end product needs to be shared with others to get the full benefit of learning.

In my experience with teaching journalism through practice, for some students it is only when they create a physical piece of journalism and it is shared in the public domain that they perceive that they learn. The sense of respectability and notoriety that having material in the public domain can give a student, can not only boost confidence, but also galvanise them (Evans, 2017). Students have indicated in previous studies that the pressure of "doing it for real" (Steel *et al*.,2007; Evans 2016) and the responsibility of having their material in the public domain can raise the students' game and assist their learning (Evans, 2017). I would also argue that, with some students, the construction of this "personally meaningful artifact" (Mohammad and Farhana, 2018:274) can have an impact on when the student perceives their professional identity to be that of a journalist.

Mohammad and Farhana (2018) argue that many authors start with the discussion of constructivist philosophy of learning, but then in practice design constructionist learning activities and this can create a philosophical dilemma. They demonstrate that there are many similarities between the two philosophies. Both start from the premise that students have inherent knowledge from past experiences and that the creation of knowledge is student-centred. However, they differ in that with constructivism the work created is teacher initiated, an individual creation and a personal artefact, but for constructionism it is teacher facilitated, collaborative, shared with others and uses tools and media to enhance learning. Mohammad and Farhana argue that, while constructivism is a theory of how learning happens, constructionism can be seen as a pedagogy. This distinction resonated with me and allowed me to adopt elements of both in my approach to my research.

My work in teaching journalism through practice and exploring this through this research can be seen to adopt both philosophies, dependent on the context. In setting assignments for students, I attempt to adopt a constructivist approach allowing the students to create a meaningful individual piece of work using their own experiences and knowledge but within a brief I set. However, on

newsdays the students work collaboratively in groups facilitated by me as a teacher and the work can be shared with others. These two philosophical approaches to teaching and learning can also be seen in the two different pedagogies adopted in my multiple case study. The two approaches are also evident in the findings of this study in how different students learn to be a journalist.

4.2 Methodological choices

I have outlined above how my work aligns with the interpretivist paradigm and how I consider my epistemological assumptions to be those of social constructivism but also influenced by constructionism. As my research is concerned with perceptions of learning and professional identity, I chose a qualitative phenomenological study that arose from these assumptions.

Qualitative research is interested in meanings and rejects the idea that researchers are non-biased (Silverman, 2017). This methodology, that takes on board the subjectivity and circumstance of the participant and the researcher, aligned with me.

Braun and Clarke (2013) define qualitative research as coming from the view that there are multiple versions of reality and knowledge. They argue that researchers must consider the context in which that knowledge was generated. This aligns with my beliefs that society and circumstance are intrinsic to the way we conduct research, the findings we achieve and can also affect the way we perceive reality. I have also identified and acknowledged my own subjectivity and positionality in this research which I think is a positive feature of qualitative research.

Bercanti (2018) argues that when deciding upon whether to use qualitative or quantitative methods researchers need to consider five key aspects to research: hypothesis building, hypothesis testing, casual inference, generalisability and replicability. While qualitative approaches have a higher potential for developing rich, well-grounded and compelling hypotheses about human behaviour, quantitative research has a higher potential for testing the hypothesis as it contains a larger number of cases. Bercanti points out that an important component of hypothesis testing is establishing a causal effect and the most effective way to do this is through experimental research, which is quantitative. She adds that quantitative research has a higher potential for generalisability and replicability.

My qualitative research will provide recommendations for professional practice and the principles ascertained from the findings will be transferrable across practice-based pedagogies in other disciplines. However, I do not intend to make generalisations from my findings. I also appreciate that my findings are not replicable and should such a similar study be conducted within different

circumstances at a different time with a different sample, they may be different. The normative representation of a journalist as a White male may have also influenced perceptions. This is explored more fully in 4.3.3. Acknowledging these limitations to a qualitative study is important, however, does not invalidate it. I believe there are many advantages to qualitative research, mainly in the rich data it produces and think the subjectivity that it brings is useful.

Bloor (2016) demonstrates how qualitative research methods are useful in addressing social problems through influence on practitioners' practice. He said qualitative research can also be used to influence social policy. Bloor said the advantages are that: it can capitalise on fieldwork relationships to stimulate findings; it allows practitioners to reflect upon their own practice and new practice can be adopted from research descriptions and ethnographies can potentially provide a partial model for new outreach services. My research does not look at societal problems, however, it makes recommendations for professional practice and therefore some of Bloor's principles can be seen to apply.

4.2.1 A qualitative phenomenological study

I believe that truth is based on individuals' perceptions of reality and chose to carry out a qualitative phenomenological study using an interpretivist paradigm.

Phenomenology is a systematic explanation and study of consciousness and human experience (Husserl, 1970) used to describe how human beings experience a certain phenomenon. As my research is about perceptions and how individuals experience their learning and when they consider themselves to be journalists, I considered this approach to be useful.

Phenomenology studies conscious experience from the subjective or first-person point of view. It originated from the philosopher Husserl who believed that through rigorous examination of objects, as they are presented in one's consciousness, a person could come to intuitively know the essence of those objectivities or realities. Husserl was interested in the experiences we take for granted and believed that all activities have a structure to them that is often overlooked. He created the concept of transcendental phenomenology to describe the process of stepping back or transcending the phenomenon in order to get a better understanding.

Moustakas (1994) defines phenomenological research as focussing on the meaning of experiences in the life world. I found this definition useful as I am studying the phenomenon of professional identity and how students and graduates perceive when this is formed. Their experiences in the life world and the meanings they attribute to them are part of creating that professional identity.

Pearson (2010) examines the role of experiential learning in a small-scale study of student perceptions of journalism education and uses phenomenology and metacognition as her methodology. She argues that biases and assumptions must be kept outside of the research to determine the actual phenomenon, rather than the researcher's experience. She cites Creswell (1988) who argues that the researcher must "bracket personal experiences and put them aside as they work to find the essence." (Pearson, 2010:34). This idea of bracketing personal experience originates from Husserl's idea of "epoché", a Greek word meaning to stay away or abstain. Moustakas (1994) demonstrates how through epoché, the researcher sets aside prejudgments, biases and pre-conceived ideas.

While I understand the need to not impose one's own experiences and opinions when collecting and analysing data, I believe it is impossible to completely detach from one's own life experiences, positionality and subjectivity from the process. I also believe that when researching with your own students, the "pre-understanding" (Coghlan and Brannick, 2010) of the phenomena that this brings is useful. Nevertheless, I tried not to lead the participants down a path I wanted them to go down, however subconsciously my own experiences and knowledge of their learning experiences ultimately framed my approach.

Tietze (2012) argues that the increasing involvement of women in academic research projects has been key to breaking down the notion that 'impartiality' and 'objective neutrality' as the only basis for investigating the social world. She uses the term "intersubjective creation" (Burr, 2003) to refer to research objects that have been influenced by the subjectivity of the researcher. Tietze draws upon the work of Arundell (1997) and Cotterill (2002) in claiming that research always involves reflections on one's own position, purpose and sources of power. She argues that pre-knowledge and presuppositions are present in establishing relationships with those being researched.

The concept of "intersubjective creation" resonated with me. I did try to detach myself from my research and examine the phenomenon transcendentally, but I believe elements of my own experience are undoubtedly present and are useful in this study. Likewise, while I asked my participants to think transcendentally about how they learn using a metacognitive lens, their individual experiences and perceptions are essential in a phenomenological study of this kind.

4.2.2 Metacognition

Flavell (1979) introduced the term metacognition to describe the process of reflecting upon how we learn. He referred to an individual's awareness of their own cognitive processes and strategies (Flavell, 1979). Others have described it as "thinking about thinking" (Jacobs and Paris, 1987) and

"thoughts about thoughts, knowledge about knowledge, or reflections about actions" (Weinert, 1987:8). Metacognition was initially used to study development in children (Flavell, 1985) but Chick (2020) shows how it has more recently been used by researchers to look at how experts display metacognitive thinking and how these thought processes can be taught to novices to improve their learning.

Pearson (2010) adopted a metacognitive lens in her phenomenological study of journalism students' and graduates' perceptions of their education. She analysed the experiences of 25 students and graduates who worked on university publications and as interns for professional employers. Pearson used interviews as a method to collect her data and asked participants to reflect using metacognition to think about what kinds of journalism experiences they thought were most effective. Participants were asked to identify key learning experiences and think about the value of those experiences. This method is useful in gaining the understanding of meaning that Moustakas (1994) refers to. I found this approach to be useful for my perception-based study. My first research question examines students' and graduates' perceptions of their learning experience and my second is concerned with when they perceive their professional identity to be formed. I therefore decided to adopt a metacognitive lens in my own methodology and incorporate time for "thinking about thinking" (Jacobs and Paris, 1987) in the methods I used for collecting data.

Adopting Pearson's approach, I ensured that in my data collection I included questions that specifically asked participants to consider key learning experiences to identify how and when the learning occurred and also when they perceived themselves to be journalists.

As my research questions are concerned with perceptions of participants on two different routes of learning about journalism, I decided to treat each as a small-scale case study.

4:2.3 Case study

Case study is often seen as a prime example of qualitative research. It allows the researcher to "study 'things' within their context and considers the subjective meanings that people bring to their situation." (Clough and Nutbrown, 2007:18). As my research is about perceptions, it is essential that it is carried out in context to enable the reader to gain a deeper understanding of the phenomenon. Cohen *et al.,* (2011) argue that case study is particularly useful where the researcher has little control over events, and in cases where the researcher is intrinsically linked to the research and its outcomes. I have a number of links with the cases in my study, and, as a lecturer of journalism, have an inside interest in the results of this research. Case study, therefore, seemed like an appropriate choice of methodology.

Case study can take many forms and a number of definitions have been used. I will now explore some of those definitions and how they fit with my research.

Gerring (2007) argues that case study research is usually defined as an "intensive study of a single unit of a small number of units (cases) for the purpose of understanding a larger class of similar units (a population of cases)". He defines a case as "a spatially delimited phenomena (a unit) observed at a single point in time or over some period of time." (Gerring, 2007:37). I wanted to ascertain the perceptions of both students and graduates of two different routes of learning journalism through practice. The two groups (students and graduates) would have experienced the same approach to their journalism education within each individual institution but were at different stages of their professional development. A longitudinal study with same cohort may have aligned more closely with Gerring's definition, however limited timescales meant I was unable to follow through the same cohort from student to graduate. I was also more interested in the context of the two groups and how this shaped their responses. I therefore chose not to adopt Gerring's definition.

Stake (1995:xi) describes case study as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances." Context is essential to a perception-based study like mine as it shapes the data that is collected.

Thomas (2016:3) refers to particularity to describe case study: "A case study is about the particular not the general. You can't generalise from a case study." He cites the journalist Harold Evans (2000:32) saying that the abstract should be "chased out" in favour of the specific. Thomas uses this in an attempt to demonstrate the depth that case study can provide. Evans was referring to the practices of journalism, however, Thomas argues that the point is also relevant to the use of case study in academic research. Thomas' view that the researcher's own understandings should shape the study resonated with my interpretivist approach. I have stated above that I think it is impossible to remove oneself from a qualitative study of this kind, so this definition that valued the researcher's voice alongside the voice of the participants was important to me.

Case study has been criticised in academic research for dependency on a single case exploration and difficulties in reaching a general conclusion (Yin 2003; Tellis, 1997). It is often accused of causal determinism, non-replicability, subjective conclusions, absence of generalisable conclusions, biased case selection and lack of empirical clout (Creswell, 2014). Others claim it can only really be used to help form a hypothesis in the early stages of research (Eysenck, 1976; Campbell, 1975).

Yin (2003) points to case study's low status amongst researchers. "The case study has long been (and continues to be) stereotyped as a weak sibling among social science methods." (Yin, 2003:xiii).

However, in later editions (Yin, 2013) he claims that, since the book was first published in 1984, case study has increasingly been recognised as "a valuable research method" (Yin, 2013:xix) pointing to the increased frequency of its references in publications.

Flyvbjerg (2006) looks at common misunderstandings about case study, including the claim that one cannot generalise on the basis of an individual case. He demonstrates examples where it is possible to generalise from one case, but points out that formal generalisation is "over-valued as a source of scientific development, whereas "the force of example" is underestimated" (Flyvbjerg, 2006:228).

I think that generalisable knowledge should not be privileged over specific knowledge as this can offer something unique and different in social inquiry. Thomas argues that case study's apparent shortcomings in generalisability can free up the research to offer something distinctive based on "exemplary knowledge" (Thomas, 2011:24). He uses the term phronesis to describe the practical knowledge that can be found in in-depth rich data (Thomas, 2011).

Thomas (2011) argues that this knowledge can often be transferred within a context. I align with this approach and believe that some of the themes that emerge from the specific cases in my research are applicable elsewhere within a shared context. While I agree that it is important not to generalise from the findings of a case study (Thomas, 2016:3), there is a shared context with other HE institutions offering journalism education and therefore I believe the findings are transferrable. There are 45 BJTC accredited journalism courses in the UK (Feb, 2022). Each course is required to deliver regular newsdays and meet the list of accreditation requirements. The findings from my research will have some transferability due to this shared context. The recommendations I make will be useful to other BJTC accredited courses and potentially other practice-based courses in HE that use simulation, placements and internships. I will revisit this in my recommendations for professional practice in Chapter 7: Conclusions.

Other studies examining practice-based learning opportunities in journalism education have adopted case study as a methodology, allowing them to focus on a specific example or case at a particular institution (Tulloch and Mas i Manchon, 2018; Pearson 2010; Steel *et al.,* 2007). While their findings cannot be generalised, they can be seen to be transferrable and useful for other journalism institutions.

After reading about the advantages and disadvantages of case study, and examining a number of definitions, I felt that the emphasis on understanding used by Thomas (2016) was most useful in defining my case. His phrase "exemplary knowledge" and the wisdom he attributes to practical

knowledge, resonated with me in being able to see the value of rich data. As this is a professional doctorate, I am required to not only make a contribution to knowledge but also make recommendations for professional practice, so this term helped to frame the way I approached my research.

4.2.4 Defining my cases

Researchers often need to consider if they need a single case study or a multiple case study to get a better understanding of the phenomenon (Gustafsson, 2017). As my research looks at two different approaches to learning journalism through practice, it was appropriate for me to use a multiple case study. Thomas (2016) refers to Schwandt's (2001) phrase of "cross case analysis" to describe it as the emphasis on the comparison between the cases. There are both similarities and differences in the findings of the two cases in my study. Applying a comparative methodology of this kind was useful in understanding how participants on the two separate routes consider themselves to be journalists and how they value the different elements of their course.

The terms "embedded" (Thomas, 2016) and "nested" (Yin, 2013) can be associated with multiple case studies or dual site case studies. Thomas's distinction helped me to decide where my methodology fitted within these definitions. He argues that with multiple case studies the emphasis is on comparing different examples and "the contrasts found between and among the cases then throw a spotlight on an important theoretical feature" (Thomas, 2016:177). With nested studies, however, "the breakdown is within the principal unit of analysis" (Thomas, 2016:177). Using this distinction helped me to understand that what I wanted to study was two separate cases of one phenomenon and I was conducting a comparative case study and not an embedded or a nested case study.

Thomas defines case study as a design frame concentrating on one element and looking at it in detail as a whole rather than parts. He argues that a 'case' needs to be "a case of something" (Thomas, 2016:14). He develops the work of Wieviorka (1992) in his attempt to break down the case into two elements, subject and object. He said the case (or the subject) can be used as a lens through which to view and examine a theoretical theme (or the object). The object of my study is the perceptions of students and graduates learning journalism through practice while the cases are specific examples of two distinct ways of doing this.

It is important for the researcher to consider the origin of their case study. Thomas categorises case study origins into three different types, a 'key case' which is a good example of something, an

'outlier case' showing something interesting because of its difference and a 'local knowledge' case study, something personal in the researcher's experience.

Using these definitions enabled me to better define my cases. My first case at University A's journalism programme was a 'local knowledge' case as it was an example of something in my own experience that I wanted to know more about. I had taught on this programme since its inception in 2012 and had been the Programme Leader from 2014 to 2019. The second case, however, was a 'key case', something I considered to be a good example of a particular way of learning through practice.

In defining a case, researchers must make choices about their purpose, approach and process. Thomas's term "exploratory case study" (Thomas, 2016:126) summed up my purpose for the research as it was a familiar issue to me and a phenomenon of which I wanted to gain deeper understanding.

Both cases in my study have some commonality in that they are at Post-92 universities which offer BJTC accredited journalism courses. While both institutions adhere to the BJTC Accreditation Requirements (Appendix 1), they can be seen to adopt different pedagogical approaches to teaching the practice elements of the course. In multiple case studies it is important to consider the context of each case (Yin 2003). I have outlined in my introduction and context chapters the background for both cases. I believe the student demographic and the framing of the courses may have shaped the perceptions of participants in my study especially in relation to professional identity.

4.3 Research methods

This section looks at the research methods I adopted and how I used them to gather my data. Research methods should be determined by the question that the researcher is trying to answer (Thomas, 2016). My interest was in the perceptions of individuals situated in a particular context in two settings. I decided early in the process to use case study as this would provide rich data and multiple perspectives in these two settings. Case study allows the researcher to use a number of data collection tools or methods. I chose a mixed methods approach, taking into account my questions, paradigm and knowledge of the phenomenon I was researching. I used the qualitative methods of focus groups and semi-structured interviews to collect rich data from current students and an online questionnaire, combining both quantitative and qualitative open-ended questions, to gather data from graduates. I felt this mixed methods design enabled me to gather a broader range of data from a number of sources to make comparisons. By applying different methods of collection

enables data to be compared in order to confirm or disconfirm each other's results (Barbour, 2018). This process is often referred to as 'triangulation' (Barbour, 2018; Flick, 2018). Barbour argues, however, that problems arise when the data produces discrepancies or contradictions. This was something I needed to bear in mind when analysing my data.

The research with students was designed in two stages. Stage one involved conducting focus groups in each setting to gather data from a number of people. At University A I held one focus group. At University B I held two separate groups, one with those on the internship route and one with those studying on the newsday route. This was then analysed to determine some initial themes. Stage two involved exploring the initial themes in more detail through semi-structured interviews with individuals identified from the focus groups.

I will now explore these methods in more detail.

4.3.1 Focus groups

Focus groups are useful in exploring "what people think, how they think and why they think that way without pressurising them without making decisions or reaching a consensus." (Liamputtong, 2011:5). They are also a method of choice for studying 'talk' (Wilkinson, 2016). I was interested in discovering what participants thought about how they learnt and when, if at all, they considered themselves to be a journalist. I wanted my research to give a voice to as many views as possible but was also keen to allow those views to develop in a conversational style through interaction with others who had had a similar experience.

It has been argued that the main advantages to focus groups is cost, speed and quantity of participants (Berg, 2009; Lindloff and Taylor, 2002) as they provide a cheap way to gather data from a lot of participants at the same time. This was advantageous to my study but was not my main reason for choosing this method. I wanted to create an environment where participants felt able to discuss their experiences and for the data to emerge through that interaction.

Liamputtong (2011) talks of "collective conversations" reflecting on common experiences to describe and understand meanings from a select group of people on a specific issue (Liamputtong, 2011). The phenomenon I was examining applied to a specific group of people and I was seeking their reflections from that common experience. Focus groups, therefore, seemed the most appropriate method to gather the initial data.

4.3.2 Setting up my focus groups: Sampling and insider knowledge

When setting up focus groups it is important to ensure that they are driven by the purpose of the study which influences who the researcher invites to participate (Krueger and Casey, 2009). Purposive sampling is normally used in focus group research as the participants need to be selected to suit the investigated issue and researchers need to believe they will provide the best information (Liamputtong, 2011). My sample population was purposive, but the sample itself in each focus group was self-selecting.

It is important to note that I had a pre-existing relationship at both institutions. While this brings challenges in relation to power relationships, that I will explore in the ethics section of this chapter, it also meant I had insider knowledge. This knowledge enabled me to be confident that the groups aligned with the purpose of the study and could provide rich information. Participants in my focus groups were already organised into teaching groups that reflected the different approaches of learning journalism through practice, which provided a useful start in identifying a sample population and locate the groups of people I required (Kruger and Casey, 2009). The groups needed to be large enough to provide a range of voices, but also organised efficiently to allow all participants a voice. It was imperative that I organised and moderated the groups in such a way that I was able to gather as much data as possible.

My pre-existing relationships at the two universities meant gaining access to the sample population I wanted to study was relatively straightforward. I worked at University A and was researching as an insider (Coghlan and Brannick, 2010; Van Heugton, 2004). Coghlan and Brannick (2010) argue that "pre-understanding" of the environment and the context that the researcher has when researching in their own organisation can be useful. They cite the work of Nielsen and Repstad (1993) who claim that insider research gives the researcher an edge as they know the everyday jargon, the legitimate and taboo phenomena, how the organisation works and the critical events and what they mean to the organisation. At University B I held a position of power as the external examiner. While I was not known to the students, I had a perceived position of power among the staff and needed to ensure that I did not coerce them into allowing me to conduct research with their students. I will explore these ethical challenges in more detail in the ethics section.

At University A, I was teaching the students in the sample population the following term. I had also recently been their Programme Leader, so held a position of legitimate power that comes from an appointed position of authority (French and Raven, 1959). In order to minimise the risk of students feeling coerced to take part, I asked a colleague, who was not teaching this cohort, to make the initial call for participants (Roberts and Allen, 2015; Ridley, 2009). I asked her to use a group announcement on the university's virtual learning environment rather than targeting individuals

directly which may have made them feel obliged to take part (Roberts and Allen, 2015). Similarly, at University B, the Programme Leader asked a colleague to call for participants via a group email. A generic call for participants also avoided any potential bias as teaching staff may purposively choose people who may say favourable things. This meant that the sample at both cases was self-selecting, and, while this meant that they may not necessarily represent all the cohort or the demographic mix of the course, they had elected to participate without coercion. However, to try to encourage socio-economic inclusivity, I ensured that the focus groups were held on a day when students were timetabled to be on campus and would not incur additional costs by attending.

Croucher and Cronn-Mills (2015) argue that to set up a successful focus group researchers need to offer incentives for participation. I chose not to pay the participants of my focus groups as I wanted to ensure that the students felt able to say what they wanted without fear of coercion that may exist if they were financially rewarded for their time (Abraham, 2014). I did, however, offer refreshments as an incentive to taking part and to help create a relaxed environment that the students could distinguish as separate from course sessions. It is important to ensure that the issue of incentives is decided upon and made aware to the participants upfront (Croucher and Cronn-Mills, 2015). With this in mind, I explained in the Participant Information Sheet that they would not be paid for their time but they would receive free coffee and doughnuts during the sessions. (Appendix 2: Participant Information Sheet).

Participant Information Sheets were sent to all students that formed part of the sample population. These sheets were also printed and handed to participants prior to the focus group starting along with a consent form (Appendix 3: Consent Form)

I conducted two focus groups at University B, one with students on the optional internship route at the local TV station and one with those who were on the traditional newsday module. My background research for this study with staff at University B had raised questions of parity with students who did the traditional newsday module (Evans, 2019). Those who were on the optional internship module had started to develop "a sense of superiority, presuming that because they were working for a real-world media organisation and their work was being broadcast in the public domain they were better than the others." (Evans, 2019:57). At times this produced tensions within the cohort. I therefore felt it was important to hear from those that had not been selected for this route as well. I felt that conducting a separate focus group with students in the traditional newsday route would enable me to explore these tensions in more detail. It also enabled me to make comparisons of the two separate pathways within the same institution.

The participants in my case study were self-selecting, as explained above. This meant that the size of the groups differed (University A, n = 7; University B internship route, n = 8; University B newsday route, n = 13). I did not see this as a problem as the sample was an insight into a particular context and the findings were equally valid in each group due to the depth they provided. As Miles and Huberman (1994:27) state "qualitative researchers usually work with small samples of people, nested in their context and studied in depth". Robson (2011:270) argues a sample is a "selection from the population" where a sample is used to represent the case. I was confident that my sample represented the case, even if the groups were differing in size, as the cohorts had been specifically targeted because of their experiences of this particular type of practice-based journalism education.

At University A 24 students (the whole year group) were approached in the generic call for participants. Seven took part, approximately 30% of the cohort.

At University B there were twelve students studying on the internship route. All were approached in the generic call for participants and eight took part, 66% of the cohort. The remaining four were on 'shift' at their internship at the time. In the second focus group, with those on the traditional newsday route, 32 students were approached in the generic call and thirteen participated, 40% of the cohort. The high percentage of participation in the internship route focus group may be explained by the fact that the students were scheduled back in class that day for a session of feedback from the station manager and their tutor.

Krueger and Casey (2009) said the ideal size for a non-commercial focus group is five to eight and suggested that more than ten participants is difficult to control and may prevent people from feeling comfortable taking part. One group exceeded this recommendation, but, as the participants were all keen to take part, I felt it would be counter-productive to turn people away. With this in mind, I needed to ensure that all were given an opportunity to speak. On reflection, I could have considered splitting the large group to make two smaller groups, but I had organised the focus group to fit in with the students' timetables to give all the opportunity to participate. They had a class scheduled straight afterwards, so asking half of the group to come back later was not an option.

4.3.3 Sample: The normative representation of a journalist

It must be noted that the sample I used in the focus groups and the questionnaire will ultimately have influenced the findings. Douglas *(*2021) argues that despite initiatives to diversify newsrooms, there are still barriers to accessing the profession by ethnic minorities. A report for the Reuters Institute for Study of Journalism showed that journalists in Britain were 94% White and 55% male (Thurman, Cornia and Kunert, 2016). While the demographic of society may have changed since

2016, the normative representation of a journalist as a White male remains and often it is only news produced by White journalists for White audiences that is considered to be 'professional' (Alamo-Pastrana and Hoynes, 2018). Douglas (2021) draws upon the work of Lenny Henry to improve diversity at the BBC. She argues that this renewed public debate about the representation of Black Asian and Minority Ethnic people in the media. However, she argues that despite the media being an area where all should feel represented, Black ethnic groups feel unrepresented and racism still exists.

I did not ask participants in my study how they identified in relation to ethnicity or gender, however they were drawn from a cohort with some diversity. It must be noted that participants will have internalised the notion of a White male as the normative representation of a journalist. This will have undoubtedly influenced their perceptions of professional identity. In addition, a more diverse cohort selected from a different area of the UK with a more diverse demographic may have produced different results.

4.3.4 Developing focus group questions

Before conducting my focus groups, it was essential for me to develop questions that would not only elicit data that would align to my research questions, but also to generate an open conversation among participants and spark ideas from each other (Kruger and Casey, 2009). The interaction between the group and development of conversation was important for me and was one of the reasons why I chose focus groups over interviews for this initial data collection. I devised a list of questions for each focus group. While most were generic to allow comparison between the responses, there were specific questions that pertained to the individual experiences of each group. I also wanted to enable a more grounded approach to the data collection and be able to ask subsequent questions that may arise from the previous answer, using my "pre-understanding" (Coghlan and Brannick, 2010). Being able to spot an interesting answer that pertained to my purpose and pick up on this with subsequent questions is a technique I used in my journalism career. I wanted to employ this technique in my research while making sure not to steer the conversation in a direction that it was not travelling.

Kruger and Casey (2009:35-36) identify five assumptions in developing successful questions:

1. The questions is clearly understood by the respondent.
2. The environment is conducive to an honest answer.

3. The respondent actually knows the answer.

4. The respondent is able to articulate the answer.

5. The answer is understood by the interviewer.

They argue that in order to do this, good questions must: evoke conversation; use words the participants would use, be clear and easy to say, short, open ended, one dimensional and have well thought out directions. Table 3 shows how I applied these assumptions.

Table 3: Applying Krueger and Casey's assumptions to developing my questions.

Krueger and Casey Assumption	My interventions
The question is clearly understood by the respondent.	I used words that the participants would recognise and, if there appeared to be confusion, I would rephrase the questions. My insider knowledge of the way the courses were run enabled me to use words understood by the participants.
The environment is conducive to an honest answer.	I ensured that other teaching staff (and at University B, any staff from the station) were not present as this may stifle discussion. I also ensured, both verbally and in the Participant Information Sheet, that the students were aware that the research had no bearing on their academic studies and their responses would be anonymised.
The respondent actually knows the answer.	I designed three sets of questions. While most were generic to allow comparison between the responses, there were specific questions that pertained to the individual experiences of each group.
The respondent is able to articulate the answer.	I ensured that the opening question was generic, open ended and easy to answer to enable all participants to answer and generate discussion. I also made sure my questions were short enough to be understood.
The answer is understood by the interviewer	If the participants mentioned something I did not understand I ensured that I was able to ask for clarification.

Krueger (1998) argues that in asking open-ended questions it is useful to use the term "think back" and ask the participant to recall a specific experience. Pearson (2010) also used this technique with journalism students in an attempt to elicit perceptions of their education. I chose to use this technique with my participants in relation to their perceptions of professional identity. I felt it may enable a better discussion to develop as specific examples would generate responses from others (Krueger and Casey, 2009). I did not use the specific term "think back" in my questions but I did ask the students to recall specific experiences that made them feel like a journalist. (Appendix 4). I was mindful, however, not to give examples to the group to stimulate the discussion, as this may lead the conversation in a direction that it may not naturally develop or may create "mental ruts" (Kruger, 1998) that can limit the thinking of the respondents.

4.3.5 Conducting my focus groups

I chose to conduct the focus groups at each institution myself as I had "pre-understanding" (Coghlan and Brannick, 2010) of the context. It enabled me to pick up on any nuances to the course or specific terminology and expectations enabling me to conduct the groups in a more conversational way.

While insider knowledge was useful, it was also important to put aside any pre-conceived ideas about what I believed to be effective journalism education to prevent steering the conversation in a direction that I thought it should go. Pearson (2010) refers to "bracketing" personal experience and draws upon Husserl's idea of "epoché". She claims to have reflected upon her pre-conceived ideas and "made a concentrated effort to put these ideas aside while reviewing the literature and information that came from the interviews." (Pearson, 2010:24). Pearson noticed that her skills as a journalist, such as being expected to write objectively and keeping personal thoughts out of the interview process, enabled her to do this. As a former journalist myself, I am also able to detach myself to some degree, however, it is my opinion that one's subjective experiences, prior knowledge and positionality cannot be completely ignored and ultimately frame the research.

When conducting my focus groups, I adopted a "friendly but restrained approach" (Chapman and McNeill, 2005:51). At University A I had a pre-existing relationship with the participants so there was little point in adopting a reserved approach and pretending I did not know them. I felt that would be counter-productive. In Vicker-Hulse's work with her own students she refers to not wanting to "create a culture where they were trying to please me" (Vickers-Hulse, 2020:85). I had similar concerns about students saying what they thought I wanted to hear because I was their tutor. It was essential, therefore, that I reminded participants at the beginning of the focus groups that the

conversation would be anonymised and was not connected to their coursework or grades (Appendix 5: Example of a Focus Group Transcription).

I worked hard to build a rapport to help the conversation flow. For example, there were times in the discussion when participants referred to tutors and classmates in a jovial way. Having insider knowledge enabled me to laugh with them and create a relaxed environment. I believe this was advantageous. However, I carefully avoided this slipping into "faking friendship" (Duncombe and Jessop, 2012) by maintaining the professional approach I had set up at the outset.

The relationship with the students in the focus groups at University B was different as I did not have this prior relationship. However, I chose to adopt the same approach to create a comfortable environment for the discussion to develop.

Focus groups are dependent on the moderator being well-trained and able to successfully manage the group (Croucher and Cronn-Mills, 2015). Participants can also have a great influence on the success of the group. Krueger and Casey (2009) use the term "dominant talkers'" to refer to participants who dominate the conversation.

> Self-appointed "experts" can present special problems in focus groups. What they say and how they say it can inhibit others in the group. Participants often defer to others who are perceived to have more experience with the topic…(Krueger and Casey, 2009:100)

I was acutely aware of this tendency when conducting my focus groups and ensured that I gave everyone an opportunity to talk. When dominant talkers did emerge, I used my journalistic skills and my role as moderator to open up the conversation to others. If someone did not contribute, I asked them if they would like to.

It is important to maintain a balance between structure and spontaneity in focus groups. A good moderator should be able to structure the discussion to encourage spontaneity but ensure that the group does not lose its focus (Barbour, 2018). Puchta and Potter (1999) claim there is often a tension for the moderator between getting people to speak and encouraging spontaneity. To help manage this dilemma they suggest a range of "elaborate questions" to help "head off trouble", "help secure participation" and "guide participants to produce a range of responses." (Puchta and Potter, 1999:314). There were occasions in one of my groups when discussion tailed off and started to lose focus. I ensured I intervened at an appropriate point and brought the conversation back on track. While I found this technique to be useful in keeping focus, at times I was concerned that I may be curtailing discussion.

I chose to make an audio recording of the focus groups rather than a video as I felt that this would put the participants at ease and enable them to speak freely. From experience of teaching broadcast journalism, I have found that being filmed can be intimidating for some students and I did not want them to feel inhibited. This did mean, however, that the behaviours of the participants were not recorded. Robson (2011) argues that qualitative studies should include notes on observations of the behaviours. I did not make notes on the participants' behaviours as I was interested in the words they were saying and felt that taking notes may have inhibited their discussion.

I successfully applied for a research bursary from the Association of Journalism Education which funded my travel to conduct the focus groups and transcribing the audio recordings. As I had decided to focus on the words said rather than behaviours or emphasis, the interviews were transcribed, by an approved transcription service, in 'standard intelligent verbatim' format.

Once the focus groups were transcribed, I was able to identify areas that pertained to my research questions that needed further investigation through in-depth interviews. I used purposive sampling within the focus group samples to identify individuals whose contributions brought up data that I considered interesting in relation to my research questions and provided areas for further investigation.

4.3.6 Interviews

Interviews are often used in social sciences and humanities to enable the researcher to understand sociological, psychological, linguistic and consumer behaviour (eg. Croucher and Cronn-Mills 2015; Neuman, 2011; Briggs, 1986). Interviews are often used by researchers who identify as interpretivist, as I do here. They are a good way to investigate areas that require deeper discussion, enable the researcher to shed light on specific topics (Vickers-Hulse, 2020) and provide a meaningful opportunity to study and theorise about the social world (Miller and Glassner, 2016). As I was interested in gaining a deeper insight into the two cases and how the individuals in my research made sense of themselves (Miller and Glassner, 2016) and their learning, I decided that this was a useful tool to gather further data.

There are three main types of interviews: structured, semi-structured and unstructured. Structured interviews contain pre-prepared questions asked in the same order which are closed and not open ended. They do not allow for much variation in the script. Structured interviews are useful if someone other than the researcher is conducting the interview and do not allow for a relationship to be developed between the interviewer and the participant (Croucher and Cronn Mills, 2015). As I already had a relationship with participants in one of the cases, it seemed inappropriate to use this

type of interview. I also believed that the relationship I had with participants in the first case and the insider knowledge I had in both institutions was an advantage in allowing me to pick up on instances and nuances in the responses. Unstructured interviews contain no formal question guide and are useful in creating a narrative. The purpose of my interviews was to drill down deeper into some of the themes that were arising from the focus group data. I therefore needed to prepare open ended questions in order to elicit the responses that would enable me to analyse this in more detail. The questions I prepared were specific to each of the participants, as each one had been chosen for their individual responses. I was mindful, however, of building in some flexibility to allow the conversation to develop in an area that I felt was pertinent to my research. Croucher and Cronn Mills (2015:158) argue that with semi-structured interviews the majority of questions are open ended to "allow the participants to answer in a variety of ways.". Semi-structured interviews combine the pre-defined questions of structured interviews with the open-ended techniques of unstructured interviews and are often used when there is some knowledge of the topics being investigated (Wilson, 2013). Wilson (2013:24) argues that they also allow for "discretion on the number and order of pre-defined questions posed to the participant." This idea of discretion was important to me, so I chose to use semi-structured interviews.

4.3.7 Selecting interview participants

Choosing who to interview in follow up interviews is a subjective decision and can impact the findings (Croucher and Cronn Mills, 2015). I wanted to use the interviews to delve deeper into themes that had arisen within the initial focus group analysis. I have already indicated that I used purposive sampling from the focus group samples to identify individual participants whose contributions I considered brought up interesting data relevant to the areas I wanted to examine. I chose one participant from University A and two from University B. I considered each to be an exemplary example (Thomas, 2016) of the voice of the focus group having articulated perceptions that interested me in line with my research questions. I was aware that purposive sampling could mean that I could choose participants who were saying what I wanted to hear or recruited out of convenience (Ferguson, Myrick and Yonge, 2006) bringing bias to the research (Croucher and Cronn-Mills, 2015). I tried to mitigate this by choosing participants based on the data rather than the student's name or any prior-knowledge I had about them.

I approached the potential interviewees initially by email, clearly stating that they were not obliged to take part. I reiterated verbally in the interviews that they were not obliged to take part and their details would be anonymised. I conducted three in-depth interviews, one from case one at University

A and two from case two at University B. All three interviewees had successfully completed their courses at the time so there were fewer concerns about coercion or that respondents would be saying what I wanted to hear.

I also interviewed the course leaders in both cases and the station manager at University B's internship partner. This was to glean information and situational knowledge about how the courses operated. This did not form part of the data analysis as my research questions are concerned with the perceptions of learners on the two routes and not the staff experience. This information, however, was useful as background knowledge and to enable me to further understand the participant responses.

4.3.8 Conducting my interviews

An interview is often described as a social interaction based on a conversation (Warren and Xavia Karner, 2015; Rubin and Rubin, 2012). As an interpretivist, social interaction was important to me in enabling me to develop a rapport with my interviewees. As with my focus groups, I chose to conduct the interviews myself. The benefit of this was that I had "pre-understanding" (Coughlan and Brannick, 2010) and, at University A, insider knowledge, enabling me to pick up on nuances and specifics and enable a useful conversation to develop.

I had originally intended to conduct my interviews face to face at a convenient location for the participants. However, by the time I had analysed the focus group data and decided upon areas to examine in depth, the UK was in lockdown due to the COVID-19 pandemic. This meant that I was unable to travel. The pandemic has affected the way researchers conduct their research with many suspending their data collection or having to re-design their projects (Jowett, 2020). Jowett adds that as qualitative research tends to rely on face-to-face interaction in focus groups and interviews, some researchers have increasingly turned to video conferencing as a way to do this.

I was keen to proceed with my data collection and wanted to interview participants while their learning experiences remained fresh in their minds. I considered using asynchronous interviews through email but felt that this would remove the live element and any interaction that results from it. This point is exemplified by Maddox (2020) in Lupton's 2020 *Doing Fieldwork in a Pandemic.*

> Asynchronous interviewing, by email for example, is also possible and may be more convenient for some, but lacks that live interplay and depends on the participant actually taking the time to write out their responses (Bampton., *et al* cited in in Maddox, 2020) For some, this is too much labour. (Maddox, 2020:6)

Maddox (2020) argues that live interviews are good for allowing the interviewer to seek clarification and follow threads in the conversation. I chose to conduct my interviews live via webcam as it enabled me to following the conversation but also to have eye-contact with the interviewee, which I felt was important for maintaining the "friendly but restrained" (Chapman and McNeill, 2005) approach.

I used my university's approved GDPR-compliant video conferencing system Microsoft Teams to do this.

Chapman and McNeil (2005) argue that interviews should all be conducted in the same way. However, I found this difficult as I had a relationship with one of the interviewees so there was pre-existing knowledge and shared experience between both of us that came up in the conversation. If I had remained distant and not referred to such shared knowledge in order that the interviews mirrored those from the second case, the interviewee would have found this disingenuous, and I may not have been able to develop the rapport needed. Patton (1990) argues that it is essential to develop a rapport between interviewer and interviewee. Croucher and Cronn-Mills refer to Croucher's ability to use the information gained about the participants' lives in order to establish a rapport with his interviewees (Croucher and Cronn-Mills:158) as a positive way to appear "professional but not too formal". I saw my prior relationship as an advantage rather than a disadvantage. However, as the relationship did not extend to interviewees in the second case, I was unable to conduct the interviews in exactly the same way.

I also needed to be mindful of the "interviewer effect" (Lavrakas, 2008) where interviewers can affect the respondent's answers through their mere presence and behaviours. Lavrakas argues that the interviewer's presence can stimulate the respondents to adopt social norms and behave in a way that is expected of them rather than how they would if the interviewer was not present. This point was particularly pertinent to the interview I carried out with the student in my own organisation due to the existing power relationship. I attempted to mitigate this by stating in my initial email that she was under no obligation to take part and that her contributions would be anonymised.

In the second case I tried to develop the rapport by referring to the knowledge I had gleaned about the interviewees from the initial focus group to put them at ease in a technique similar to what Croucher used (Croucher and Cronn-Mills, 2015). An example of this was when one of the interviewees told me he liked sport, I discussed football with him in order to put him at ease and develop that "friendly but restrained" (Chapman and O'Neill, 2005) approach that I had used on the first interview.

As with my focus groups, I made a decision to audio record the interviews enabling me to concentrate on developing the conversation and maintain eye contact with the interviewee. Although I conducted the interviews via video conferencing, I did not video record them as I did not want to add additional pressure to the interviewee knowing they were being filmed. This was consistent with how I conducted my focus groups which had been successful in capturing the data and also putting the participants at ease. The interviews were then transcribed in 'standard intelligent verbatim' format.

4.3.9 Online questionnaire

In addition to gathering data from students, I also wanted to survey graduates of the two courses. I did this with an online questionnaire sent to graduates of both institutions. The term survey and questionnaire are often confused (Terry and Braun, 2017). Terry and Braun's distinction between the two helped me to understand the difference. Survey refers to the process of "sampling a population for information, opinions, experiences or practices." (Terry and Braun, 2017:17), whereas questionnaire is a tool to do this.

I decided that this tool would be useful in my qualitative study as it would enable me to access data from a large number of graduates who were geographically dispersed. I considered using video conferencing to conduct focus groups, but taking into consideration the graduates' work commitments and, in some cases time zone difficulties, I felt I would be unlikely to get a good participation rate.

I combined closed and free text questions in the questionnaire as this is frequently used in qualitative research (Terry and Braun, 2017). I used quantitative questions for analytical reasons (Groves 2009) enabling me to gather demographic data and qualitative open-ended questions to ascertain opinions and perceptions. Qualitative surveys, and mixed surveys that are predominantly qualitative, provide researchers with an easy way to collect data from a large number of participants and a "wide-angle lens" on topics (Terry and Braun, 2017). Terry and Braun (2017) argue that the method is suitable for exploring practices, experiences and perceptions and sensitive topics. While I would not consider my research topic to be sensitive, the ability to explore perceptions was important to me.

Roberts and Allen (2015) argue that online surveys can often produce low completion rates and fake or careless responses. However, weighing this up against the advantages of using this method, I decided it was a risk I needed to take. I also felt that if the initial approach to the graduates came

from someone they knew (their former Programme Leader) they would be more likely to respond. This presents other ethical considerations that I will explore in my ethics' section 4.4.

My questionnaire was created using Qualtrics, a GDPR-compliant software approved by my institution. It started with a participant information statement followed by a consent question. A copy of the questionnaire can be found in Appendix 6.

There were 19 questions in the questionnaire. The first five were nominal level (demographic) questions, enabling me to make comparisons between the cases. I grouped together questions which focussed on the same context as suggested by Croucher and Cronn-Mills (2015:230) to "help the participants remain in the same mindset while they answer questions on each separate issue". I asked a specific question about "feeling like a journalist" to align with my second research question about professional identity. I asked respondents to give examples to enable me to pinpoint exactly what experiences had contributed to creating a notion of professional identity.

Question 6 taken from questionnaire:
When, if at all, did you feel like a journalist? Giving examples if possible.

The following question asked the respondents to think about how they learnt, applying a similar metacognitive approach that Pearson (2010) used in her study with students and recent graduates of journalism courses.

Question 7 taken from questionnaire:

Please describe how you think the learning happened, giving examples if possible.

This was designed to align with my first research question about students' and graduates' perceptions of their learning. Similar to my focus groups, I asked students to recall specific examples, a technique useful with open ended questions to help the participant focus and recall specific experiences (Krueger, 1998) which was also used by Pearson (2010). This would enable me to see if there were specific moments or experiences common across the data corpus or specific to each case.

The following four questions related specifically to newsday experiences in an attempt to delve deeper into a specific phenomenon that was common to all participants in both cases. Question 12 related to reflection on practice to enable me to get an insight into whether all elements of Kolb's Experiential Learning Cycle (Kolb, 1894) could apply. Question 13 related to guidance and support on these days in an attempt to ascertain whether elements Lave and Wenger's Legitimate Peripheral

Participation (Lave and Wenger, 1991) model applied on newsdays.

Each question started with a brief explanation.

Example taken from the questionnaire:

Q11: I am interested in how students felt on newsdays and how they perceived the work they created. To what extent did your newsdays feel real and did you feel like a journalist on these days?

Respondents who had indicated in the nominal level questions that they had undertaken the internship pathway at University B were then automatically directed to a further five questions about their specific experiences on this route. They were also asked how this compared to traditional classroom learning. Similar questions about reflection and support were added to see if this was different when the students were on the internship route.

I used purposive sampling within each case to ensure that I targeted people who were working in journalism or a journalism-related job. I defined this as those working in traditional news-based journalistic industries in television, radio, online and print mediums and also those working in documentary, film, public relations and marketing roles. My rationale for this definition was based upon my knowledge of the industry as a former journalist and my understanding of the transferability of journalistic skills into other professions. I directly approached the students at University A through emails or messages on LinkedIn and the course leader at University B did the same with her former students. I will explore the ethical issues in section 4.4. A total of 89 graduates were invited to participate (University A, n = 55; University B, n =34). Approaches were only made to graduates who had previously connected with me or the course leader at University B via email or LinkedIn to ensure GDPR-compliance. (Appendix 7: Ethical Approval and Conditions). All graduates had completed their journalism courses within five years (2014-2019). I received 49 responses (37 from University A and twelve from University B). This response rate, of 67% at University A and 35% at University B, somewhat mitigates the aforementioned concern raised by Roberts and Allen (2015) about low survey completion rates.

4.4 Ethics

This section looks at the ethics and principles that underpin my research. It also examines some of the challenges faced and measures taken to ensure that I adhered to ethical guidelines. I will also explain some of the dilemmas thrown up by my research and how I minimised the impact of these.

The ethical issues I faced fell into three main areas: coercion, consent and confidentiality. The first two were closely intertwined due to my power relationship at both institutions so I will explore these together before moving on to discuss confidentiality.

4.4.1 Coercion and consent

The British Educational Research Association guidelines (BERA, 2018) state that researchers must show respect for anyone involved in the research. This notion of respect for my participants guided the decisions I made and the approach I took when collecting my data.

Interpretivism does not discourage relationships with participants as the in-depth knowledge that this provides can be useful in understanding and interpreting the phenomenon being studied. It was essential, however, that I established appropriate ethical relationships with the participants. My power relationship with the participants meant I needed to build a secure ethical relationship and minimise any sense of coercion that could arise. This started with obtaining voluntary informed consent.

It is expected that before taking part in a study of this kind, participants will give "voluntary informed consent to be involved and that researchers will remain sensitive and open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent" (BERA, 2018:9). Before agreeing to take part, participants were issued with an information sheet detailing the purpose of the study, what their role was and how their data would be used (Appendix 2). They were then asked to sign a consent form. Both documents were approved by my university's ethics committee. However, because of the power relationships I held at both institutions I wanted to ensure that the participants, while giving informed consent, had not felt coerced into taking part.

Thomas (2016:79) argues that researchers should recognise that participants have rights and a stake in the process: "It shouldn't be a case of simply 'using' people and then walking away". Thomas said that researchers should think about the particular needs and contributions of participants, especially vulnerable groups.

According to BERA (2018:15) vulnerable participants are those whose "capacity, age or other vulnerable circumstance may limit the extent to which they can be expected to understand or agree voluntarily to participate". Similarly, Thomas (2016:79) defines vulnerable groups as "those who may not understand the ins and outs of consent or who may be susceptible to cooperate because of their social or economic position". My participants were all over 18 and studying on, or having studied on, a degree level course. I was confident that they all were able to understand "the ins and outs of

consent" (Thomas, 2016). The fact that they were able to self-select whether they participated meant I avoided selecting a sample of people who I thought would say what I wanted to hear (Ferguson, Myrick and Yonge, 2006). Although, this does not stop them from saying what they think I want to hear. I discuss this later in this section. I needed to be aware that their social position as students may have made them more "susceptible to cooperate" (Thomas, 2016). Serious consideration was given to the power relationship that existed between myself and the students at both institutions. It has been argued that students are considered as captive if the study is conducted by researchers who are in status relationships with them and therefore they should be treated as vulnerable participants (Roberts and Allen, 2015, Leentjens & Levenson, 2013, Chen 2011). These scholars argue that the power imbalance between teacher and student limits the students' ability to freely consent. The 'legitimate power' (French and Raven, 1959) I had at both institutions (as the former Programme Leader and lecturer at University A and external examiner at University B) meant I needed to take measures to ensure the participants did not feel coerced into taking part.

I have explained above, that at University A I asked a colleague to make the initial call for participants, making it explicitly clear that the research was not connected with the outcomes of their course. The power relationship was lessened at University B as I was relatively unknown to the students but with the initial approach coming from their Programme Leader there was a risk that these students may have felt obliged to take part. I attempted to minimise this risk at both institutions by stating clearly in the Participant Information Sheet that they were not obliged to take part and were given a window of opportunity to withdraw if they changed their mind (Appendix 2: Participant Information Sheet)

I also made it clear in my verbal instructions at the start of the focus groups' proceedings that they were not obliged to take part, the research was not linked to their course assessments or grades and they would be anonymised in outputs from the research.

The power relationship, however, extends further than the initial agreement to participate. I was conscious that, although the students had self-selected to be part of the focus groups, my presence as their lecturer (at University A) would mean they may not feel able to freely express themselves. Ferguson, Myrick and Yonge (2006:710) argue that this can potentially skew the data as students may be less likely to provide negative responses.

When students wish to provide negative responses, they have the choice of providing data that may potentially jeopardize (sic) the teaching relationship, misrepresenting their views thus jeopardizing (sic) the research or withholding their opinions.

I also took the step of physically moving my seat to the edge of the room to establish some distance between myself and the conversation. I made the students aware of this verbally at the start of the session. As can be seen in Appendix 5: Example of a Focus Group Transcription.

While I attempted to mitigate the impact of my power relationship, I accept that it was impossible to eradicate it and cannot ignore the effect it may have had on my research. This needs to be borne in mind when analysing the data. I also cannot disregard that some of the students who opted to take part in the focus group at University A may have simply wanted to please me. This notion can also be seen to be further borne out in the high response rate from University A in my questionnaire (67% from University A compared to 35% from University B).

Another issue that I needed to address involved over-researched populations and using students because they are convenient rather than essential (Ferguson, Myrick and Yonge, 2006). *The Belmont Report* (1979) states that participants should not be selected purely on ready availability, solely for the sake of convenience. My roles and status gave me access to these sample groups that other researchers may not have had. I needed to examine why and how they were being involved and whether it was simply for convenience and whether they were easy to persuade (Thomas, 2016). I have indicated in Section 4.2.4: Defining my cases, that I considered Case 1 (University A) to be a good local example and Case 2 to be an exemplary case of this particular way of teaching journalism through practice.

I was conscious, however, that these were third year students who are subject to a number of university and national surveys about their experiences in their degree programme. I also became aware that at University A, a colleague was intending to use the same cohort of students as his sample population for his research. *The Belmont Report* (1979) advises researchers to be aware if the impact that their research will have on the lives and workloads of participants particularly in over-researched populations. I was concerned that the students would be fatigued by potentially taking part in two research projects within weeks of each other. As my focus groups had already been set up, I asked the colleague if he would consider using a different sample population. After discussing this he agreed and used a different cohort for his research.

4.4.2 Confidentiality

The BERA guidelines (2018:19) point out that the dual role of lecturer/researcher can produce "explicit tensions in areas such as confidentiality." The guidelines suggest making the role of the researcher explicit and involving a third party. I have already indicated that I used a third party in my initial approach to the participants but chose to conduct the focus groups and interviews myself.

In line with my ethical approval conditions, I made it clear in the Participant Information Sheets for both the focus groups and the questionnaire, that participants would be anonymised in publications arising from the research. I gave participants the chance to withdraw if they wished. It was only when I was confident that they had understood this that I issued the consent form, which also stated clearly that participants would be anonymised (Appendix 3: Consent Form).

With the questionnaire, the process was anonymised from the start and I was never aware of the identity of the respondents.

This was an extract from the participant information section in the questionnaire (full copy in Appendix 6):

> The project will be subject to the guidelines of the Data Protection Act 2018. You will be anonymised from the outset and throughout and in any publications, presentations and reports arising from the research and in my thesis.

After reading the participant information, respondents were asked if they were happy to continue. (Appendix 6: Questionnaire). I made it clear to participants that they could withdraw up to two weeks after the focus groups and/or interviews had taken place and their data would be withdrawn from the study. I felt this gave them adequate time should they reconsider but, I knew that I would not be at the data analysis stage by then, so any removal of data would not impact on the integrity of my research. Participants were also given the contact details of my Director of Studies should they have any concerns regarding the project. They were also given reassurance that their details would be kept strictly confidential and not shared with others.

To maintain anonymity, I assigned pseudonyms to the data. The pseudonyms chosen were only known to me and a record of them was kept on a secure separate file to the data.

4.4.3 Data security

Researchers have a responsibility to keep the data they collect secure even when it has been anonymised (Thomas, 2016). I stored the files in secure, password protected Microsoft OneDrive folders, in accordance with my university's data security principles and my research ethical approval conditions. The consent forms from the focus groups were scanned and stored in a secure OneDrive folder and the paper copies were shredded.

Another security consideration arose when COVID-19 restrictions meant I needed to conduct my interviews using video conferencing. Jowett (2020:1) advocated the use of video conferencing during lockdown as a "close substitute to in-person interviewing and can allow for data to be collected over large geographical areas even when social distancing measures are not in place." However, questions have been raised about the security of these platforms in relation to privacy, anonymity, confidentiality and GDPR compliance (Houston in Jowett, 2020; Turner, 2020). Turner (2020) advises researchers to choose their tools wisely, stating that Zoom is "not properly encrypted" and Skype should be avoided as it is often used for advertising and someone could be listening in on the call (Turner, 2020). I chose to use the video conferencing tool of Microsoft Teams to conduct the interviews as this is the preferred method of my university and is GDPR-compliant. I did not record the video, only the audio, and these files were saved in the secure OneDrive folder.

All of the considerations and mitigations above gave me confidence that the data collected would be secure. This level of consideration was also intended to ensure participants had confidence in me and the process and were comfortable in participating, producing the best outcomes for my research

4.6 Chapter summary

In this chapter I outlined my research paradig, my chosen methodology of case study, the methods used to gather my data and the ethical concerns and decisions made. It has allowed me to fully explore my decisions and enable the reader to understand the theoretical underpinning and specific ethical dilemmas that guided these decisions. It also provides transparency to the process.

In the following chapter I will demonstrate how I analysed my data and produced my findings.

Chapter 5: Thematic Analysis and Findings

5.0 Introduction

This chapter examines the process used to analyse my data. Examining the process of analysis helps to demonstrate that the findings are reliable and valid. It also demonstrates how themes arose from the data and aligns them with the research questions. I then present my findings through thematic analysis giving quotes to exemplify each theme. The findings will be discussed in Chapter 6: Discussion in relation to the literature review and the gaps in knowledge identified.

5.1 Analysis approach and process

How the researcher approaches data analysis can impact the findings. In qualitative studies there are many different ways to interpret data. The transformation of data into information is ultimately about context (Kushner, 2017). I believe it is impossible to interpret and analyse data objectively as the researcher's positionality, lived experiences and the context in which the research was conducted will ultimately affect how they make sense of it. This subjectivity also informs what researchers consider to be important. In my study my insider knowledge and experience of teaching on BJTC courses has affected my interpretation of the data. This needed to be borne in mind when analysing the data.

My primary objective was to find answers to my research questions. I also wanted the themes to emerge from the data inductively. I initially considered using grounded theory (Glaser and Straus, 1967) to analyse the data. Grounded theory is an inductive approach that starts with the data rather than a hypothesis (Silverman, 2017). However, I felt that my literature review and previous work in this area (Evans, 2017;2016) meant I had some pre-conceived ideas and theories which I was unable to completely ignore in the analysis process. I chose thematic analysis as a tool to examine my data as this aligned with my constructivist epistemology and my interpretivist research paradigm but tried to keep an open mind to themes outside of my pre-conceived ideas. Thematic analysis is used to identify reporting patterns (themes) within the data. I adopted Braun and Clarke's six phases to thematic analysis (Braun and Clarke, 2006). I adapted the phases to suit my study by adding an additional phase (Phase 2) to enable me to collect further data based upon my initial observations.

Table 4: Data analysis process, adapting Braun and Clarke's (2006) six step model.

Phase	Process	My activity
1	Familiarising yourself with your data	Reading through the focus group transcriptions and questionnaire responses and making notes of ideas and initial observations.
2	Collect new data via purposive sampling	Conducting semi-structured interviews with participants from the initial focus group data sets to gather richer data in line with initial observations and areas or interest.
3	Generating initial codes	Coding the data using utterances (Wilkinson, 2016) as the unit of analysis with colour-coded highlighting and memo writing.
4	Searching for themes	Grouping together codes in the data to produce initial themes.
5	Reviewing themes	Checking the themes were relevant to the research questions.
6	Defining and naming themes	Revisiting the themes and defining them in relation to my research questions.
7	Producing the report.	Identifying extracts from the data to exemplify the themes and writing up the report to answer my research questions.

This process enabled repeated examination of the data comparing each data set to elicit themes that may arise while also testing out my research questions. I was aware that comparing data sets in this way could produce discrepancies or contradictions (Barbour, 2018) which could confuse my findings. However, I felt that this was useful in gaining a full understanding of the data.

5.1.2 Coding

Codes are used as a tool to identify features of the data that are interesting to the researcher in transcripts of interviews and focus groups (Braun and Clarke, 2006). Before beginning to code the data, it was important to familiarise myself with it. This involved reading through the transcripts of my focus groups and questionnaire responses two or three times and making notes of my observations and ideas.

After making initial observations and identifying areas of interest, I returned to the focus group transcripts to highlight specific examples from participants exemplifying the voice of the group and addressing the research questions. I used purposive sampling to select participants to interview in depth to explore more fully the meaning of what was said and to provide me with further rich data. I was unable to identify anyone from the questionnaire data set to interview in depth as it was anonymous from the outset.

The data from the focus groups, semi-structured interviews and graduate questionnaires became a data corpus (Braun and Clarke, 2006) for detailed analysis.

Thomas (2016) argues that the problem with qualitative data is that it can appear shapeless. He says the researcher should find "points of congruence and similarity" (Thomas, 2016:204) through categorisation, sorting, finding coherence, simplifying and synthesis. With this and my research questions guiding me, I then began to generate initial codes from the data corpus.

It is important to select an appropriate coding method for each individual study (Saldana, 2013). Saldana points out that often more than one method can be used. While my method aligned closely with the stages suggested by Braun and Clarke (2006), I also used elements of Charmaz's (2006) memo writing technique, used in grounded theory, where researchers write extended notes containing their own voice to formulate ideas. I felt that that this mixed methods approach was useful for my study.

Wilkinson (2016) argues that in order to analyse data, the researcher must first decide upon the unit of analysis. Content analysis of focus group data is based on examining recurrent instances across the data sets and grouping them together through a coding system. Wilkinson (2016) said researchers need to decide upon the unit of analysis. This can be the whole group, group dynamics, individual participants or participants' utterances (Carey and Smith, 1994, cited in Wilkinson, 2016). As this study was focused on what participants said, and not group dynamics or individual stories, I chose a content analysis approach using participants' utterances as the unit of analysis.

Owen (1984) identifies three steps in analysing transcripts of qualitative data: recurrence, repetition and forcefulness. Recurrence is when the same message is repeated by a person or more than one person. Repetition is when the researcher looks for keywords or similar phrases that appear in the text. Forcefulness relates to the way the words were spoken including inflection, volume or pauses. I considered applying the three steps to my data analysis but concluded that I was interested in the content of what the participants said rather than the emphasis, so I adopted the steps of recurrence and repetition but not forcefulness.

I colour-coded the text using the highlighter function in Microsoft Word to identify areas of interest, enabling me to see at a glance where there were similarities. Figure 4 gives an example of this. Where an utterance had more than one code, I indicated this by using colour-coded asterisks at the end of the sentence.

Figure 4: Example of Coding

Key:

***Learning from doing

***Learning from newsdays

***Learning from placements

***Doing it for real/in at the deep end.

Evie:	I think with this course, and there are a lot of courses out there, it's all 100% classroom stuff. I feel like with journalism it needs to be hands on and practical. I think they do well in the news days and `stuff, because it gives you that. Then obviously [name of TV station] is even more.

Warren:	I'd say for the first two years, we were basically told in a classroom how to be a journalist. But when you actually go on a placement, like at [name of radio station] or [name of TV station], then you're all of a sudden sent out and they're going, "Cover this story," you can really draw on those skills you've learnt in the classroom. Because you've just got to do it in that environment. There's nothing a tutor can tell you whilst you're sat in a room that will then help you out there. I don't think so personally anyway.******

This approach enabled me to identify emergent themes that I may not have anticipated when collecting the data. I was acutely aware that the choices I made in selecting which sections of the data to highlight and which not to highlight, were subjective and would provide a specific way to understand the phenomena (Rapley, 2016). Other researchers may have interpreted the data differently and chosen to highlight different sections of the text. I chose not to cut and paste the data into "theme piles" (Braun and Clarke, 2006) as I did not want to separate the data I identified as interesting from the context of what was said.

5.1.3 Themes

Once I had coded the focus group data, I started looking for themes that had arisen by grouping together codes that had similar origins or meanings. A theme should encapsulate something important about the data in relation to the research questions (Braun and Clarke, 2006). I was initially faced with dozens of potential themes so needed to develop a rationale for what I considered to be important. While I was keen for the process to remain inductive, it was imperative that I addressed the research questions. I returned to the wording of my research questions in order to help me develop my themes and to establish how they aligned with my questions. Question one was concerned with perceptions of the learning. Question two was about perceptions of professional identity which enabled me to group together comments about feeling like a journalist. I was also keen that the themes arose from my research questions but should also align with recurrence and repetition (Owen, 1984). I therefore decided that any code that addressed the research question or a gap identified in the literature review and appeared five or more times in the data would become a theme. Table 5 demonstrates how the themes align with my research questions.

Table 5: Research questions and themes

Questions	Themes	Sub-theme
Question 1: **What are students' and graduates' perceptions of how they learn about journalism within two different models of practice-based learning in Higher Education?**	Hands-on experience	In at the deep end
	Learning from mistakes	
	Repetition	
	Reflection	Critical reflection (University A only)
Question 2: **When, if at all, do participants in the study perceive their professional identity as being a journalist?**	Hands-on experience	Feeling like a journalist on newsdays (University A only)
		In at the deep end
	Pride	Visibility and recognition (University B only)
		Responsibility (University B only)
	Repetition	

Braun and Clarke (2006:98) argue that it is important to identify the "essence of what the theme is about". This involves revisiting the data extracts and organising them into a consistent and coherent

narrative. It was important that I identified what was interesting to me about the data and why (Braun and Clarke, 2006). I used my research questions and my literature review to help me identify what was interesting to my study. My pre-existing knowledge of the phenomenon, coupled with previous work in this area (Evans, 2017; Evans 2016) meant I had some pre-conceived ideas of what I considered to be interesting about the data. I acknowledge that pre-existing knowledge and pre-conceived ideas cannot be fully ignored in a qualitative study of this kind, and I believe that my insider knowledge enabled me to have a better understanding of the phenomena. In order to not allow this to skew the findings, I attempted to use Creswell's (1988) concept of bracketing personal experience to remove biases and assumptions when identifying my themes and allow the findings to emerge from the data. However, as I mentioned in Chapter 4: Methodology, I think it was impossible to fully achieve this as it is difficult to completely detach from one's own positionality and subjectivity.

In an attempt to avoid confirmation bias, I only created themes from codes that had been repeated five or more times and aligned directly with my research questions. For example, two participants in the online questionnaire referred to learning from freelance work outside the course, but as this did not meet the five times criteria it did not become a stand-alone theme.

5.2 Organising my findings

When grouping together themes I was concerned that I may generalise too much or lose sight of the individual nuances that make the study unique. I decided to create sub-themes to enable me to explore more specific areas within each theme and make comparisons between the cases. Some initial codes became main themes while others formed sub-themes, and some were discarded as not being relevant to the research questions (Braun and Clarke, 2006).

I identified five main themes from the analysis of my data: hands-on experience, learning from mistakes, pride, reflection and repetition. It is important to point out that the theme of reflection arose directly from specific questions about this both in the focus groups and the questionnaire. The other four main themes arose from responses to more exploratory questions. I will explore this more fully when I give examples of the themes and the questions that elicited them.

The main themes were identified in both cases. As Table 5 illustrates, the sub-themes were: In at the deep end, critical reflection, feeling like a journalist on newsdays, visibility and recognition and responsibility.

The questions in the focus groups, interviews and the questionnaire were designed to elicit data related to the research aims. However, the questionnaire data more directly addressed the research

questions because there was less deviation created by discussion. It was therefore important to distinguish between the different data sets. It is hoped that this will also give clarity to the reader by enabling them to distinguish between the different cases and between the two routes at University B. I devised a coding key for this purpose (Table 6).

Table 6: Data coding key

UA	University A
UB	University B
I	Interview
F	Focus Group
ND	Newsday route
IR	Internship route
Q	Questionnaire

Focus Group participants were assigned pseudonyms but graduate participants in the questionnaire were referred to by number. This helps the reader distinguish between the data sets (e.g. UBFND Harper refers to University B newsday focus group participant Harper, while UAQ15 refers to University A, questionnaire respondent 15).

I will now give a brief summary of each theme and how they address the research questions followed by direct quotes from participants to exemplify it.

5.3 Theme 1: Hands-on experience

Respondents in all of the data sets indicated that the practical ways of learning by doing (Dewey, 1963) or having a concrete experience (Kolb, 1984) central to experiential learning were useful for learning journalism skills and also creating a professional identity as a journalist. Codes for learning from doing, doing it for real and references to learning from practical experience were grouped together to form the first theme of hands-on experience. Hands-on experience addresses both of the research questions in relation to perceptions of their learning and formation of professional identity. I will next present the data for the theme of hands-on experience separately in relation to learning and then in relation to creating a professional identity.

5.3.1 Theme 1: Hands-on experience - Learning

In the focus group data, 82% (n=23 out of 28) participants across all three groups referred to learning from hands-on or practical experiences on their course on newsdays, work placement or, if relevant to their pathway, the internship route. Table 7 below shows the number of participants that

referred to this in each group. I defined references as separate mentions by individual participants. The table demonstrates how many individuals referred to a theme (some referred to it more than once). In both University A and University B focus groups, all of the participants referred to hands-on experience, whereas in the larger focus group (University B, newsday route) eight out of thirteen students referred to it. This may be a reflection on the size of the group stifling contributions to discussion.

Table 7: References to hands-on experience

	Number of participants that referred to hands-on experience	Number of participants in the group
University A focus group (7 participants)	7	7
University B newsday route focus group (13 participants)	8	13
University B internship route focus group (8 participants)	8	8
TOTAL	23	28

Students at University A valued the hands-on experience as part of their learning. Jonathan used the phrase 'hands-on' to express how he learnt.

UAF Jonathan:

I think the important point is with the broadcast stuff in this module for me I would say 90% I learned from hands-on and 10% from sitting in the lecture or slide show... I probably learn more during newsday than I do with anything else and I think me personally it made more sense to do more hands-on stuff ...

At both institutions students felt that 'doing it for real' helped to solidify lessons learnt in class.

UAF Daniel:

It's a bit like with driving, I mean you do your theory first and that's fine and dandy but when you actually do it, that's when you realise what you're doing.

UBFND Ava:

You go, "I know, you told me that 16 million times." Even the last protest I went to there was a lady from ITV and she was like, "Put your best shot first, don't include any of these signs." In my head I was like, "Yes, this is everything my lecturers told me that I take for granted but here you are doing it in real life." So that concreted it for me.

The theme was particularly prevalent within the graduate data set. When asked to describe how they thought learning happened 95% (n=37 out of 39) of the respondents to this question made reference to practical hands-on learning either through newsdays, on their work-placements or the internship route.

UAQ Graduate 1:

We were taught what to do, but for me, the learning occurred when I was able to put those skills into practice. When I took on the role as an online journalist for newsdays, I was contacting people for quotes and being more investigative when writing the facts for a local story.

UBQIR Graduate 37:

For me, learning is achieved by doing, I think [name of University] was great for this with all of the hands-on classes and extensive facilities. The [name of internship route] was also hands-on.

UBQIR Graduate 48:

It made me a much better journalist and the hands-on experience was perfect for my style of developing.

The quote above also shows Graduate 48 referred to himself as a journalist suggesting that hands-on experience had also helped create a professional identity in him. This was prevalent in all of the data sets. I will now explore hands-on experience in relation to creating a professional identity.

5.3.2 Theme 1: Hands-on experience - Creating a professional identity

Focus group participants were asked specific questions in relation to professional identity in line with research question two. They were:

Q1: When, if at all, did you start feeling like a journalist?

Q2: Can you identify a specific moment that made you feel that way?

In the questionnaire graduates were asked:

Q6: When, if at all did you feel like a journalist? Give examples if possible.

Q8: When you were taking part in newsdays at your university, did you feel you were a working journalist? They were given multiple choice options of 'always', 'never' or 'sometimes'.

Q11: To what extent did newsdays feel real and you felt like a journalist on these days?

In the questionnaire almost all, 95% (n=36 out of 38) respondents to question 8 indicated that the experiential learning they encountered on newsdays made them 'feel like a journalist' either 'always' or 'sometimes'. Newsdays were also mentioned in relation to creating professional identity by 57% (n=4 out of 7) of respondents in University A's focus group and by one student at University B on the newsday module. Notably, newsdays were not mentioned by students on University B's internship route. Students on this route cited their internship (n=3, 38%) and seeing their work in the public domain (n=6, 75%) as examples of creating a professional identity.

In response to questions about when they felt like a journalist (Q1 in the focus groups and Q6 in the questionnaire), other hands-on experiences cited included work experience, conducting and setting up interviews, editing, reporting, real world experiences and practical work.

At University A students specifically discussed how setting up and conducting interviews helped them to feel like a journalist. This extract from a conversation about newsdays in the University A focus group refers to the autonomy of doing this and the sense of responsibility it created.

UAF Molly:

> *I think interviews for me was very much, that was where I felt like you can sort of take the lead on your own things because it's just you and the phone in a room or you've just gone somewhere with somebody and you're filming them and it suddenly feels like okay, there's no lecturers with you, you're just- we've just got to do it and we've got to do it professionally because it reflects on us.*

UAF Michelle:

> *A lot of the time you're telling the person you're interviewing what to do sort of thing, so you're in charge of it. If you're asking them questions or whatever, you are still controlling the situation so it kind of makes you feel more professional because it's not really a chat. It's sort of a guided chat.*

UAF Callum:

> *I feel like the whole thing of setting up an interview, phoning that person, interviewing them, editing it, making it a package, when you do it all yourself for the first time you're like wow, that's what a journalist would do.*

UAF Molly:

> *I think it's that preparation as well that you have to put into it. When I started preparing for my interviews more that's when I felt like I'd actually become more of a journalist.*

At University B there was a perception among some of the newsday module students that they had started to feel like a journalist in the first year of the course. However, with students that had chosen the internship pathway the sense of 'doing it for real' on their internship and the exposure and recognition that it brought made them feel like a journalist.

UBFND Charlotte:

> *Probably making the location reporting first year, that was towards the end of first year. You literally have a camera set up and you're just talking to yourself in a public place. That's when you feel like a journalist.*

UBFIR Noah:

> *It's a weird thing and it's a proper small, petty thing, but [name of TV station] made us all IMDB profiles and accredited us for the shows we'd done. Like camerawork, producing, that type of stuff. Just seeing that made it feel like I was a professional journalist as well.*

While much has been written about learning from doing (Dewey, 1963) further exploration of this main theme revealed specific sub-themes. Students and graduates from both institutions felt that newsdays specifically helped with their learning and created a professional identity as a journalist. There was also an appreciation of being 'in at the deep end' both in students' and graduates' perceptions in relation to their learning and also creating a professional identity. I will now present the data pertaining to these sub-themes.

5.3.3 Sub-theme 1: Feeling like a journalist on newsdays

Feeling like a journalist on newsdays was prevalent in the University A focus group and the questionnaire. Students at University A and graduates from both universities felt that newsdays specifically helped create a professional identity as a journalist. At University A four students out of

seven students in the focus group referred to this as a pivotal moment when asked when they started feeling like journalists, but only one at University B.

UAF Jenny:

> *Probably as soon as the newsdays started. That was really the first time where we were actually- we had to do practical, like go out and get vox pops and stuff straightaway pretty much but then the newsdays, it was very much okay, go forth and go.*

UAF Callum:

> *It's the first time you get like a deadline on the day and you've got to make sure everything is done by that time for it to be broadcast.*

Graduates were asked a specific question about the creation of a professional identity on newsdays: When you were taking part in newsdays at your university, did you feel you were a working journalist?

Almost all of the respondents to this question (n= 36 out of 38, 95%) said that they felt like a journalist always or sometimes on newsdays. (Figure 5).

Figure 5: Online questionnaire responses to question 8: When you were taking part in newsdays at your university did you feel you were working as a journalist?
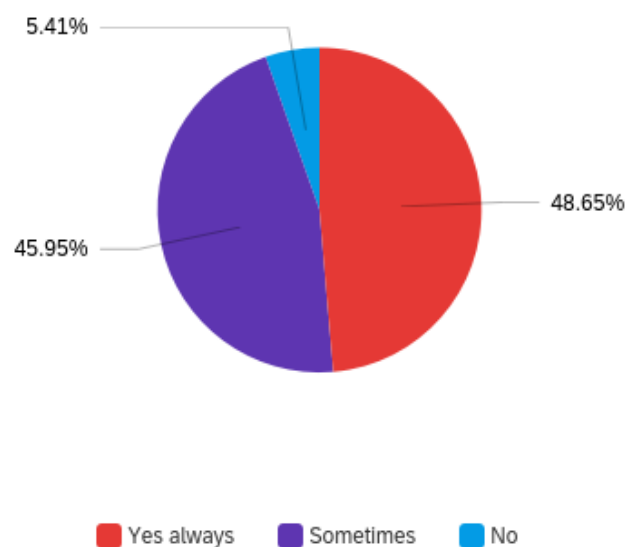
The pie chart shows responses from graduates at both institutions. It includes those from both routes at University B.

A total of 30 graduates from University A responded to this question and reported they felt they were working as a journalist on newsdays either always (n=16, 53%) or sometimes (n=14, 47%).

UAQ, Graduate 3:

> *I think the pivotal point of when I started to feel like a 'journalist' was on the 'newsdays', where collectively students created a news programme, along with managing a 'Live' news site throughout the day. The thrill of receiving a topic at the start of the day, finding the spokespersons, arranging to meet, filming and asking them questions, then racing back to campus to put together a one-to-two-minute article in time for the 'live' screening was when journalism became 'real'. This level of practical activity really explained how a journalistic environment is, and personally, I think replicated such an environment well.*

From University B eight graduates responded to the question about whether they felt like a journalist on newsdays. Responses were mixed between always (n=3, 37.5%), sometimes (n=3, 37.5%) and no (n=2, 25%).

UBQIR Graduate 40:

> *Yes, really felt like a journalist on these days because you're hands-on with finding contributors, filming and scripting. I think they mostly felt real in third year, as you knew the work was contributing to your grade and could act as a showreel later on.*

Two graduates who answered no to this question had both taken the internship route. I will explore possible reasons for this in my discussion chapter.

5.3.4 Sub theme 2: In at the deep end

A feeling of excitement and/or fear of being propelled into a real-world journalistic situation emerged from all the data sets. Both groups of students, and graduates expressed a feeling of being 'in at the deep end', leaving behind the comfort zone of the classroom and 'learning on the job'. While some used the actual words 'in at the deep end' others expressed similar sentiments. I coded these together and chose the term 'in at the deep end' for this sub-theme as it encapsulated the feeling expressed. For some this was experienced through newsdays, whereas for others it was felt through full immersion on the internship.

UBFIR Harper:

> *I think I learn the most when I'm pushed out of my comfort zone.*

Some of the internship route students became critical of their classroom-based learning and felt that if this had been accelerated, they would not have felt so 'in at the deep end' on the internship.

UBFIR Harper:

> ...I do think it could've been sped up a lot and we could've learnt more and it wouldn't have been as big a jump into the deep end.

Some newsday students at University B, also expressed a sense of being 'in at the deep end' when being sent out on newsdays or whilst on work experience but said this made them feel like a journalist.

UBFND Emma:

> It was literally the very first task. They were like go out and ask people questions and get opinions on this.... baptism by fire, you just get chucked in and they say go and do that.

At University A students articulated that they appreciated the safety net their newsdays brought, but they also felt that they may have learnt quicker if they were thrown in at the deep end more.

UAI Jenny:

> I think the balance was quite good on our course and I don't know if I'd have panicked more maybe and maybe made more mistakes but then maybe that's good. If I was thrown in the deep end, you would make more mistakes quickly at the beginning but maybe you learn from it quicker? I don't know.

The idea of being thrown in at the deep end was also articulated in the graduate questionnaire. There was also an appreciation of being placed outside their comfort zone.

UAQ Graduate 14:

> On about the second newsday I was in a news gathering team - having to be out of my comfort zone and talk to people to gather news was something you knew you had to do because your grades depended on it. I think this for me, and many others, not only helped with our journalistic skills but confidence as well.

Being out of their comfort zone also helped develop a professional identity. This quote from Graduate 7 shows that working independently on his documentary overseas was a turning point.

UAQ Graduate 7:

> *It was in [name of country] between my 2nd and 3rd year of journalism studies that I first felt like a journalist, and I have been feeling this way ever since. I was in [name of country] filming a documentary.*

This idea of being plunged into the deep end was explored in the in-depth interviews that followed the focus groups. Warren particularly felt out of his depth at first.

UBIIR Warren:

> *The tutors had told us previously that [name of TV station] won't throw you in at the deep end, you'll be fine, it'll be a gradual thing: it wasn't. We had a training day- well, it wasn't even a training day. Our first day was we were sat in a room, just discussing how [name of TV station] would work for the year, and then it was, "Okay, the first group of you, yes, you're here for the rest of the week and you're sent out, and go and find your own stories. And yes, we'll be here, but really it's up to you, now, guys." And it was sort of, "Whoa," I've just come back from summer and, all of a sudden, instead of having that intro into third year, I was slap bang, straight into a work placement that would be for the rest of the year.*

He went on to add:

> *...with [name of TV station], like we were saying, you're thrown straight in at the deep end, it's almost like there's no waiting around, okay, you're in now....I'd never gone out and filmed an interview on my own, I'd never actually conducted an interview with the camera solely in my hand and then doing the interview. And, all of a sudden, it was like that was the expectation.*

> *So, I felt out of my depth there; it was really daunting, those first few weeks as well, because I did definitely question my confidence and how I felt and whether I could really do it...*

However, the feeling of being thrown in at the deep end helped Warren to realise he wanted to be a journalist.

...they present you with opportunities where you actually go out there and you see it for yourself, and that's where you understand whether journalism is for you or not.

Similarly, Simon said being 'in at the deep end' helped him to learn quicker.

UBIIR Simon:

I think I learnt a lot quicker because I knew that it was an extremely practical environment, because it wasn't a theoretical environment, it was real. I learnt very quickly because I was sort of thrown in the deep end and I had to hit those deadlines, otherwise it was make or break, really.

5.4 Theme 2: Learning from mistakes

In response to questions about how they perceived their learning, students and graduates from both cases said they learned from their mistakes. At University A students appreciated having a safe place to make mistakes and some felt that this prepared them for their future careers, as can be seen from this discussion.

UAF Callum:

...the only way you really learn is when you do something wrong and then I would say that's when you just know not to do it again or to be better next time.

UAF Jonathan:

I think that makes you astute, doesn't it, you make mistakes now so then you hopefully don't make the same -

UAF Jenny:

Fingers crossed you don't make the same mistake.

UAF Callum:

I think that's the positive of doing so much practical work on this course and you learn so much through making mistakes and doing stupid stuff. I'm at a point now where I feel confident enough to go into a job and know what I'd be doing to an extent, if that makes sense.

UAF Daniel:

> *There is no better time to make mistakes than now. It just informs what you need to do in the future.*

UAF Callum:

> *There's no real consequences if you make a mistake now.*

This was also articulated by students at University B on both routes. These students made a connection between learning from mistakes while 'doing it for real.'

UBFIR Simon:

> *I have to do something and learn. That's the way I personally learn. It's to do something and then grow from the mistakes I've made, or what I've done right. So, I can't just sit in a classroom, where you're not actually making any mistakes. Do you know what I mean?*

UBFND Olivia:

> *... when you go on work experiences, like, [name of radio station] or anything like that, most of the time if you need to go out and vox they're just like, "Off you go then," or interviewing somebody you just are left to do it... Majorly you learn from when you make a mistake because if you do it, you would never do that again ever.*

UBFIR Evie:

> *Well, even when we've had training on cameras, like first year, second year, even this year we've had another session on it, it's like I will still make mistakes at [name of TV station] that no matter how many sessions you've taught me in a classroom, I will still go out and make them. Because you have to make the mistake to learn from it. We've both done it. We've both left the camera on internal mic. Come back and the sound is shocking. But no matter how many times they tell me to check that your mic is on the right input, I still won't do it. It's like you have to make that mistake to then not make it again.*

The theme also arose in the graduate questionnaires when asked about how they think their learning occurred.

UAQ Graduate 12:

> *I think the learning happened mainly through trial and error. Often, we would contact multiple interviewees, travel across [name of city] to various filming locations and carry out*

thorough research in the days leading up to our newsdays. However, interviewees would often fall through or not reply, encouraging us to plan meticulously. Likewise, we might arrive at a location only to find that we do not have permission to film on site, again teaching us the importance of contacting the relevant organisations/individuals before the newsday. I think only by experiencing what might seem a failed story idea can you learn how better to deal with the situation next time; additionally, your judgement is better in the future when determining if a story will work or not.

UBQIR Graduate 48:

Every day presented a new challenge and it meant I was constantly learning from my mistakes and improving as a journalist.

For some students and graduates, however, there was a reluctance to take risks and make mistakes if newsdays were assessed. Graduates were asked a specific question about risk taking.

Q9: To what extent were you able to experiment and take risks on newsdays?

Nine graduates (25% of respondents to this question) from University A and two from University B (18%) expressed a reluctance to take risks on these days in case they lost marks.

UAQ Graduate 2:

Sometimes we were able to experiment, but I was personally scared of doing things wrong so didn't much.

UAQ Graduate 4:

Such was the importance of doing well on these days, I felt it safer to stick to techniques that I was comfortable with, rather than fail and lose marks for an error.

5.5 Theme 3: Pride

Experiential learning and the sense of doing it for real, whether on newsdays or participating in the internship route, produced a sense of pride in students and graduates in both cases.

UAF Jenny:

We always feel like accomplished when we go to newsday at the end of the day we're like okay, one newsday done.

The feeling of accomplishment and pride was explored more fully with Jenny in her in-depth interview after the focus group. She felt that the sense of pride was dependent on the subject nature and how her interview with her subject went.

UAI Jenny:

> ... I did a story on.... I went round to his house and sat and interviewed him and recorded it and we did like an hour or two chatting. And then writing that, I felt like I'd done something cool. I was like, "Ah, this is really nice." And I sent it to him and he was really grateful.
>
> So, I think even though that was right at the beginning, we hadn't necessarily learnt loads, that I felt really sort of proud of myself and I did feel like, "Oh, I'm a journalist. I can go and interview people and write about it."
>
> And then as you sort of go along, different things go wrong or you're not so proud of certain bits or whatever. And then you get another one that you feel really good about. So, I think it's gradual, but I think it's also down to sort of like how the interviews go and whether you really enjoy writing about it, that kind of thing.

When material was broadcast in the public domain at University B it created a sense of realism and they were proud to show it others.

UBFND Mason:

> When it gets broadcast it's that spread that you don't get because it got up on to Facebook Live my mum decided I'm going to share that to my Facebook page. She phoned me the other day about how a woman she knew at school who had taught me when I was around two or three years old and she hadn't seen for ages... She said "Oh I saw Mason doing some weather report on there. I thought oh my God, he's grown. He's done really well." I thought, "I don't know you at all, like, I probably knew you when I was three but apart from that, no."

UBFIR Warren:

> When you watch it back and you actually watch the package for the first time, and you think, "That's all my work," and you know that people around [Name of area] are going to be watching it.

This quote also highlights the visibility and notoriety that having work in the public domain and doing it for real brings. This was specific to those on the internship pathway at University B and forms a sub-theme which will be examined later.

5.5.1 Theme 3: Pride – Graduates

Many of the graduates (n=14 out of 49, 29%) from both universities used the word proud or pride in relation to questions about newsdays and having work in the public domain. Specific questions were asked to elicit their perceptions of these days in relation to professional identity.

Q10: If the newsday material was published in the public domain, how did that make you feel?

Q11: To what extent did newsdays feel real and you felt like a journalist on these days?

Internship route graduates at University B were asked the following questions:

Q15: How did you feel working on [name of internship route]?

Q17: How did you feel about the material you created at [name of internship route] being broadcast in the public domain?

The following responses are examples from answers to Question 10: If the newsday material was published in the public domain, how did that make you feel?

UAQ Graduate 31:

> It *made me feel proud and that my work was good enough to be viewed by the public. Ultimately, it was the seal of approval that what we were doing was industry standard.*

UAQ Graduate 6

> *I would feel proud of it I always went in to a newsday to put out good content and I think we achieved that.*

UBQIR Graduate 48

> *It gave me a sense of achievement. I always shared my content and was very proud of it, even if I know it's a lot worse than what I'm capable of now!*

Having work in the public domain also created a professional identity among the respondents.

UAQ Graduate 43:

> *That would make me feel confident and proud and like a true journalist.*

UBQIR Graduate 40:

Like a real journalist.

5.5.2 Sub-theme 1: Visibility and recognition

At University B both students and graduates derived a sense of pride from the visibility and recognition that came from having their material broadcast in the public domain. This was particularly noticeable in responses from students on the internship route.

I chose to explore this in more detail in the interviews with some of the participants.

Internship route student Warren felt his work was recognised when people started liking and sharing it on social media. This quote also demonstrates that he felt in a privileged position compared to others on his course who had not done the internship route.

UBIIR Warren:

> *I remember that exact first time that I did produce something, it was a package about [story detail]. And I produced that and I put a lot of work into it, and seeing them- hearing my voice go over the top of it, everything that I filmed, it was just this real sense of, "Wow, I've really achieved something that's really positive." And, still as a university student for me, that was huge because there were people on my course who hadn't had that, who might have done that on work experience, but I was producing regular work which was going out and [name of TV station] would put stuff that I might have filmed on their social medias like their Twitter, and I'm seeing that and I'm seeing people retweeting that and liking it and I'm thinking, "Wow," you know, that it's nice to get that recognition.*

 The reality of having an external audience for his work also inspired him to want to produce better content.

UBIIR Warren:

Whereas if you know that [name of TV station] has a weekly audience of this many people, if you know more people are watching it just in the gallery than might actually watch it as a student alone, it feels more like your work's being recognised and you feel proud of it as well. I know that I did; whenever I produced something for [name of TV station] I made sure that it was something that I would be proud of and then I'd tell my mum to watch the link as well, all my family would be able to watch [name of TV station] on demand so they could see the stuff that I produced as well. So, it was not only that sense of my family being able to watch it but other people as well in [name of the area], friends and stuff like that.

For fellow internship student Simon, the sense of pride was created by seeing his work in the public domain, but also from being able to make a difference to people's lives. He hints at a sense of social responsibility that this brings which I will explore more in the following the sub-theme.

UBIIR Simon:

...it's knowing that you're making a difference. A lot of the packages I personally did, I wanted to... they almost had a theme that I wanted to either educate or get across a real human interest story and knowing that it wasn't just being published in my social media or my LinkedIn or something like that, that's great, but knowing that it'd been broadcast on live TV, it was on demand, it does.

And it's also very much this sense of pride, knowing that you've made- even if you've changed one person's mind or you changed change one person's perspective, you've still done that. And people come up to us in the street, and they'd be like, "Oh, [name of TV station], we watch you all the time," and that was what the pathway was about. We knew that people were actually watching the stuff we were doing, it wasn't just your mum on Facebook or your aunty on Facebook that's commented on it, it was actually real people that we were reaching out to.

So, it was really, it was, we would all come away at the end of the day and feel proud of what we'd done, because we knew it had been actually broadcast on a live channel.

5.5.3 Sub-theme 2: Responsibility

For some students and graduates the pride they felt about having material in the public domain was

more than just personal recognition. There was a sense of legal, ethical and social responsibility as well. This sense of responsibility was prevalent at University B, particularly among students on the internship route. Students at University A, where there is no internship route and material is not routinely placed in the public domain, did not refer to responsibility.

At University B responsibility was specifically referred to in relation to questions about feeling like a journalist. Simon refers to the legal responsibility and the consequences of doing it for real.

UBFIR Simon:

> ...I think when you realise that the work you're doing actually has legal and… It's physically got to comply with Ofcom or legal requirements. It's not just going out to your social media, where it's just your consequences. ...As soon as we went to [name of TV station], we then had a consequence for the whole team. It wasn't just our own responsibility.

Evie talked about the social responsibility of covering a big story and how the interviewee's response to her approach made her feel like a journalist.

UBFIR Evie:

> What made me feel like a proper journalist and someone that was of credit, and for myself- Not necessarily because I had a company behind me, or I had a name behind me. But just because of how I approached her. She gave me credit for that. She said, "If you hadn't have approached me in the way you had, I wouldn't have spoken to you. You are probably the last person I'm ever going to speak to about this particular subject," in regard to her son. So, I just felt like that was a moment for me, where I felt like, "Okay, you're a proper journalist now."

This idea of having a legal and social responsibility for the work they produce in the public domain was developed further in the in-depth interviews.

UBIIR Warren:

> There was a greater pressure with [name of TV station] where we had work-based seminars weekly on Ofcom, for example. And sometimes whereas a student, you don't take that into account....It was only at [name of TV station] where you start to feel more pressure, in a way and like you say, that responsibility to produce work that not only you are proud of, but you think "I want other people to enjoy this."

Simon:

> ... *it's knowing that you're making a difference. A lot of the packages I personally did, they almost had a theme that I wanted to either educate or get across a real human interest story, and knowing that it wasn't just being published in my social media or my LinkedIn or something like that, that's great, but knowing that it'd been broadcast on live TV, it was on demand, it does.*

In Simon's makes a connection between recognition, responsibility and pride. When questioned further about this he talked about responsibility to his audience.

Simon:

> *…that was what [name of internship route] was about, they were very much, "Get out into the community and find a story that people actually want to hear." And our producer would always come in and say, "But how does it appeal to the [name of city] audience?" It wasn't about us doing it and getting our face on the TV, it was more about how does this appeal to our audience?*

Graduates from both cases also felt that having work in the public domain gave them a sense of responsibility which created a professional identity. It should be noted that at University A newsday material used to be placed in the public domain but is now behind a password protected website, therefore, only some graduates were able to reflect upon this.

UAQ Graduate 12:

> *It would legitimise my work and make me feel as though my time working on the story was purposeful. If the story was positive, relating to charity achievements or community projects, then I would feel more fulfilled than if I was on weather reporting duty or working in the gallery that day.*

Similarly at University B, Graduate 36 said it motivated him to produce better work.

UBQIR, Graduate 36:

> *I would have wanted to improve the content to a higher standard so that it would be worthy of public broadcast.*

When asked Q9: When you were taking part in newsdays at your university did you feel like you were working as a journalist? one graduate from University B actually referenced the responsibility and accountability it gave her.

UAQ Graduate 3:

> *There's still an element of feeling like a 'student' however for the majority you felt like a journalist. Generally, you were free to experiment, manage and deliver on/with your deadline, which was good from a career perspective as it assisted with accountability and responsibility that you would have in a professional working environment.*

A sense of responsibility was also referred to in the responses to Q11: To what extent did newsdays feel real and you felt like a journalist on these days?

UAQ Graduate 15:

> *I really felt a sense of trust and responsibility.*

This sense of responsibility on newsdays was also articulated by graduates from University B but in relation to their responsibility to the team rather than the public. Graduate 24 referred to not wanting to let others down.

UBQIR Graduate 48:

> *It felt very real. Mainly due to the pressure of sourcing a story in time for your deadline. If you failed, you knew you were letting the rest of the newsroom down.*

5.6 Theme 4: Repetition

Students and graduates in both cases said the regularity and repetition involved in both newsdays and the internship route helped them to learn.

The theme was prevalent at University A where five students referenced repetition when asked how they learnt.

UAF Jenny:

> *There's a repetition of it as well, like sometimes I feel like we're doing this again but I think actually when you think about it it's the only way you're going to get good at stuff because if we're just doing it every week or doing it over and over then there's obviously a reason why we're doing that.*

UAF Callum:

> *I think it just goes back to that whole repetition thing, the more newsdays you do the more used you to it you get, like news gathering, news values, everything like that and you get to a point where you come in and you feel like you know what you're doing.*

Internship students at University B also felt that regularity and repetition of doing the job day in, day out, enabled them to become more confident and learn more quickly.

UBFIR Simon:

> *It's just so much quicker. Because you're doing it every day, you just become so quick at editing and writing scripts. Because you have to be.*

UBIIR Simon:

> *So, it's constant, you're constantly adapting and learning and that's what I found. That first week when I did that first interview on my own with a camera, that was a huge confidence boost because it was like, "Well, I can actually do this on my own," and you start to feel that growth. Maybe not at the start, but later on you start to become more accustomed to the camera and I was thinking, I was picking up on little things I was doing that I 100% wouldn't have known if I was in my second year. And I still feel like, even if I was still in third year and hadn't done [name of internship route], I feel like I would be nowhere near that confidence or ability if I wasn't regularly doing it like I was at [name of TV station].*

UBIIR Warren:

> *I feel like my confidence has really increased, doing [name of internship route], where I feel like I'm able to go out now and do a job because I was doing it biweekly for a whole year.*

Warren also suggested that the regularity had contributed to creating a professional identity. This was also shown in the graduate questionnaire from those who studied on the internship route at University B. Learning from mistakes was also mentioned in this context.

UBQIR, Graduate 40:

> *...it really started regularly when I was part of the [name of TV station], as we were out making VTs on a daily basis for the show.*

UBQIR, Graduate 48:

I absolutely loved the [name of internship route]. I went on to work there for 18 months after. Without [name of TV station] I'd dread to think where I would be today. It was an incredible experience. Every day presented a new challenge and it meant I was constantly learning from my mistakes and improving as a journalist.

Graduate 42 also liked the frequency on the internship route and said that learning took longer in the second year on newsdays as they were less regular.

UBQIR, Graduate 42:

I learnt so much from the [name of internship route] because there were constantly people giving you feedback on your work so you were constantly able to learn from your own mistakes. It was the same with newsdays in second year but as they were less frequent, the learning process took a little longer.

5.7 Theme 5: Reflection

Students and graduates at both institutions were asked about how they used reflection in their learning.

In the focus groups, questions around reflection arose from the discussion and followed on from questions about newsdays and feedback. In the questionnaire there was a specific question about reflection.

Students at University A appreciated the learning that came from discussing the newsdays with others.

UAF Michelle:

I always ring my mum anyway, she'll be like just tell me how it goes and then actually it reminds me how it goes. So, it's quite useful if you forget, you run through it with someone else or housemates or whatever if they ask you how your day's been and you're like yes, bits were good or I've messed up. When I did TV once I think it might have been the first year actually like I literally had a laughing fit and it was just before we went live and it was really bad and so I think it's good to reflect on what you shouldn't do and what you should do...

UAF Daniel:

That's a really good point, I think. I think actually talking into your memory, verbalising it, it's easier to take it in that way. I might do that.

UAF Jenny:

The only way that I ever remember things is if I've spoken about it or even if I write it down sometimes it just goes in one ear and out the other. Whereas if we all have a little chat at lunchtime about what we were doing, that always makes it stick in my mind.

UAF Molly:

And talking to each other I think is the big one as well.

Students on the internship route at University B reflected mainly when things had gone wrong. However, one student commented on how it had been useful to put lessons learnt on her law module into practice. In the focus group I asked students if they ever reflected on their practice using lesson learnt in class.

UBFIR Evie:

I tend to reflect on the stuff that has gone wrong.

UBFIR Simon:

Yes.

UBFIR Abigail:

When there's stuff about law that we've learnt and we're doing something in a package, we're like, "Oh, yes, well, we can't do that." Like undue prominence. But we need to be careful. We'll be like, "Oh, I remember learning about that."

In the newsday focus group at University B there was less appreciation of reflection on their practice and no mention of critical reflection.

Myra:

How did you all reflect upon what you'd done in between newsdays or after newsday? Did you go home and think about it or to the pub and think about it?

UBFND Isabella:

I tried to not think about it. After any newsday I'm just so drained, relieved, every kind of emotion and it's only the next day where I think if it's going to be any day the next day I might look back and think how could I have improved on that or what could I do? Most of the time you don't really think, I don't think about it that much. I just wait until the next one and then think what did I not do so well? I won't do that again this time.

UBFND Olivia:

We do get feedback right at the end of the day after the programme's gone out. On every single package there's a couple of comments made about each feature that we've done. So that's probably our biggest time of reflection in that initial ten minutes after the programme has gone out where the tutor will go through it. The technicians will go through it with some tech issues if there were any. So that's really handy because it's like recognising things in other people's packages that you might have thought were amazing and you suddenly realise that actually they weren't perfect and for your work where you can improve.

So that's like the main time of reflection but I think the problem with news is that you're never going to do the same story twice and improve on it. So, after the end of the newsday you just move on and start planning the next one.

There was a different perception of the role of reflection from graduates in the questionnaire. All graduates were asked a specific question about reflection: if you used reflection, how did you use it and how did it affect your learning? Those who studied on the internship route were asked the question twice, once about their experiences on newsdays and once about the internship route.

Graduates from University A referred to learning from practical mistakes but also articulated the value of critical reflection more than those from University B.

UAQ Graduate 3:

Generally, I'm quite a reflective person. So was always reflecting after each newsday, however, reflection I find comes with age.

UAQ Graduate 5:

I consider myself a kinaesthetic learner, and so any practical assignments were hugely beneficial to me. However, it was undoubtedly useful to reflect academically on my practice and the industry as a whole, which still guides my work now.

At University B there was a different perception of reflection. Only 58 % (n=7 out of 12) of graduates responded to the question about reflection on newsdays compared to 68% (n=25 out of 37) at University A. Of the seven graduates who responded from University B, 49% (n=3) stated that they did not reflect at all or could not remember doing so. One graduate entered N/A (not applicable). The remaining 51% (n=4) referred to learning from practical mistakes but did not reference the critical academic reflection found in University A's responses. When asked the same question about the internship experience 67% (n=8 out of 12) responded, but their responses mainly referred to feedback rather than reflection.

UBQND Graduate 38:

> *I would look at all my work and how I could improve it - I was quite critical of my own work which meant I kept improving.*

UBQIR Graduate 36:

> *To be honest, I feel like we didn't really reflect on them.*

When asked about reflecting on newsdays, Graduate 49 recalled some group reflection.

> *I remember reflecting on pieces of work as a group, led by a tutor. I can't really say how it affected my learning.*

But when asked about using reflection during the internship experience, she said she could not remember reflecting.

UBQIR Graduate 49:

> *This didn't happen often. I can't remember a time.*

5.7.1 Sub-theme: Critical reflection

Students at University A are asked to complete a reflective diary entry on each newsday and write a critical appraisal of their practice in relation to academic theory at the end of the module. When asked about how they reflected upon their practice, four graduates (out of 25 respondents) from University A directly referred to the critical appraisal essay. Responses were mixed. Some identified benefits this brought to their practice, but others felt the essays were not useful. Graduates from University A appreciated the verbal reflection integrated into newsdays but some did not see the benefit of the critical appraisals.

UAQ Graduate 47:

I mainly used reflection for the essays and how I could have improved in certain aspects. They did help my performance improve across the years on newsdays as we are taught at the end of the newsdays what we could improve on and who also did well so we could analyse and take notes from students who were leading in the class to improve ourselves. I believed the reflection was very useful in our learning.

UAQ Graduate 4:

In terms of verbal reflection, the review sessions of the newsdays helped a lot. They gave us something to think about next time we went out filming etc. The written reflection essays, however, I felt did not benefit me as they were too short to analyse performance and seemed like a bit of an unnecessary add-on.

UAQ Graduate 7:

We had a reflective discussion after each newsday and that was great. The reflective essays felt like trying to find the appropriate academia to support our practical experience, which was not very thrilling and I didn't feel it affected my learning - not positively or negatively.

Others (n-5) directly referred to the reflective diary workbook.

UAQ Graduate 16*:*

I was keeping a journal and this really helped reflect on moral issues. This type of reflection was great practice for taking decisions on sensitive topics in the real world.

Some linked reflection to helping to create a professional identity as a journalist.

UAQ Graduate 22:

Positively. It gave me more confidence and gave me a better understanding of being a journalist.

Students on University B's internship route are not required to study theoretical modules in their third year. They are required, however, to complete a reflective essay on their practice which looks at their development through the module and then a critical essay looking at contextual debates in the media and journalism industry and apply this to their practice. The concept of critical reflection was not raised at University B, in focus groups, interviews or the questionnaire, and students from this case did not refer to the essays in their responses. In Chapter 6: Discussion, I will explore potential reasons for this in relation to the framing and delivery of the course.

5.8 Chapter summary

In this chapter I explained my data analysis process and presented my findings in themes. There were five main themes arising across the data sets:

1. Hands-on experience
2. Learning from mistakes
3. Pride
4. Repetition
5. Reflection

All of the main themes applied to both cases.

Within the main themes I identified sub-themes:

1. In at the deep end
2. Feeling like a journalist on newsdays
3. Visibility and recognition
4. Responsibility
5. Critical reflection

Some of these were case specific. I have aligned these with my research questions in Table 5 (page 99) and demonstrated which sub themes pertain to which main themes. While the main themes spanned across both cases, in some themes there were differences between the cases. This, along with the sub themes, has enabled me to identify insights from students related to teaching journalism through practice that I will discuss in the following chapter.

Chapter 6: Discussion

6.0 Introduction

In this chapter I discuss and analyse my findings in relation to the research questions, published literature in this area and theoretical concepts and models. From this discussion I will identify original findings that contribute to the body of knowledge about this subject. The five main themes are: hands-on experience, learning from mistakes, pride, repetition and reflection. The table below shows how these align with my research questions.

Table 5: Research questions and themes

Questions	Themes	Sub-theme
Question 1: **What are students' and graduates' perceptions of how they learn about journalism within two different models of practice-based learning in Higher Education?**	Hands-on experience (Both)	In at the deep end (Both)
	Learning from mistakes (Both)	
	Repetition (Both)	
	Reflection (Both)	Critical reflection (University A only)
Question 2: **When, if at all, do participants in the study perceive their professional identity as being a journalist?**	Hands-on experience (Both)	Feeling like a journalist on newsdays (University A only)
		In at the deep end (Both)
	Pride (Both)	Visibility and recognition (University B only)
		Responsibility (University B only)
	Repetition (Both)	

6.1 Theme 1: Hands-on experience

Participants in all data sets cited hands-on experience as core to their learning and helping to create a professional identity. There was some crossover in the data, as for some students there was a sense that feeling like a journalist on newsdays or working as an intern accelerated their learning.

6.2.1 Theme 1: Hands-on experience – Learning

Participants in both the focus groups and the questionnaire were asked to consider how they learned. They perceived learning to take place from 'hands-on' or practical experiences. Participants aligned with the 'accommodator' style (Kolb, 2014;1984) of learning while participating in an activity or task. Many of the students and graduates referred to learning from doing with one graduate describing himself as a "kinaesthetic learner" (UAQ Graduate 5). Some went further and articulated that they preferred this style of learning to traditional lectures and seminars and felt they learnt more this way.

This echoed the findings of other studies (Charles and Luce, 2016; Pearson, 2010; Steel *et al.,* 2007) which articulate the value of experiential learning in journalism education and in particular the concept of 'doing it for real' (Steel *et al.,* 2007). However, my findings suggest that these students did not just enjoy the experience, they felt that it was a better way for them to learn. It is perhaps unsurprising that participants preferred this style of learning given that the sample population had all chosen to study on courses that emphasise the practical skills in their marketing material. Nevertheless, the synergy with the accommodator learning style was evident and should be acknowledged.

Much has been written about the benefits of learning by doing (DuFour *et al.*, 2016) with the main exponent being the American philosopher Dewey. Dewey (1963) promoted a hands-on approach to learning where students must interact with their environment. This approach aligns with Rogers (1963) concept of experiential learning and was developed further in Kolb's element of concrete experience. I explained in Chapter 3: Literature Review how active learning is an essential part of Kolb's Experiential Learning Cycle (Beard and Wilson,2013; Burnard, 2002) The concept of taking part in something in order to learn, rather than the more traditional instructional lecture approach where learners are more passive, aligns with the work of Burnard (2002).

For my participants this type of learning experience helped to solidify the learning done in the classroom. This can be seen in this exemplary quote from University A student Daniel.

UAF Daniel:

> *It's a bit like with driving, I mean you do your theory first and that's fine and dandy but when you actually do it, that's when you realise what you're doing.*

In Kolb's ELC (2014) for the learning to be complete the learner is required to pass through all the stages of learning: concrete experience, reflective observation, abstract conceptualisation and active

experimentation. For the practice to be underpinned by the learning done in the classroom suggests that the learners in my study were starting their cycle from abstract conceptualisation and it was only when this was put into practice through active experimentation, whether that be on newsdays or on the internship module, that it made sense. This aligns with the findings in Pearson (2010) where participants valued the lessons learnt in the classroom when they were able to use it in experiential settings. This, combined with the feedback from mentors, can be seen to complete the stages of Kolb's ELC. The learning cycle is then repeated again allowing the students to build upon the lessons learnt. "The participants emphasized (sic) the importance of working in an experiential setting, debriefing with an adviser or mentor and then returning to the experiential setting to work more effectively." (Pearson, 2010:61).

In my study there was no difference between the responses from the two cases on this main theme. Students and graduates from both routes perceived their learning to mainly take place through 'hands-on' activities. Differences, however, did arise in the way that these students reflected upon this experience, which I will examine later in this chapter.

Other differences arose in relation to what they perceived as being 'in at the deep end'. Students and graduates in all data sets referred to a sense of being 'in at the deep end', leaving behind the comfort zone of the classroom and learning 'on the job'. At University A students and graduates felt that the newsday experiences were real and referred to 'being in at the deep end' when being given a deadline driven task to do on newsdays. However, this was a simulation-based exercise and participants only had their traditional classroom sessions of lectures and seminars to compare this with. While the sense of being 'in at the deep end" for University A students may seem superficial as their work was not going into the public domain, they still perceived newsdays to be real.
At University B, where students participated in the internship route, and produced material in the public domain, they perceived newsdays with less reality and in some instances were critical of newsdays. Their references to being 'in at the deep end' related to experiences on the internship. Internship students at University B used the term to refer to feeling out of their depth when they first arrived at the TV station and had expected more training before being sent out to report. When explored in more detail in the in-depth interviews, however, they linked this feeling to helping them learn quicker and creating a professional identity.

Honey and Mumford (1992; 1986) argue that "activist" learners learn best when they are thrown in at the deep end and are faced with problems, challenges and opportunities. They add that these types of learners also thrive when working with others in games and role-playing exercises and are able to lead a group. While learning styles have been criticised for generalising and simplifying

learning (Sharp, Bowker and Byrne, 2008; Moon, 2004; Rowland, 2000) the notion of an active learner aligns well with this finding. Both sets of students felt that the hands-on learning on their courses propelled them into the deep end where they were forced to learn while doing a task to a tight deadline. For University B students the internship route was the deep end but for University A students the same sense of sink or swim arose when they were on their newsdays. Producing material to tight deadlines, working with broadcast equipment and on real world stories created a sense of reality for this activity that was more than a traditional simulation or role play experience that Honey and Mumford refer to.

Steel *et al.,* (2007) called for further research into how journalism educators manage the balance between throwing students in at the deep end and retaining sufficient control to guarantee a positive experience. This research goes some way to addressing this call.
While the internship students may have initially felt out of their depth, the benefits of being 'in at the deep end' were articulated and these outweighed the initial negative experience. This sense of learning quicker when 'in at the deep end' was also alluded to by University A Jenny in her interview. While initially she welcomed the more cautious approach to newsdays and not having material in the public domain, she suggested that she may have learnt quicker if it had been broadcast. I will explore this further in 6.3: Learning from mistakes.

6.2.2 Hands-on experience – Creating a professional identity

University A students and graduates felt that newsdays also helped to create a professional identity as a journalist. However, this was not articulated by the newsday students or the internship students at University B. When asked what made them feel like a journalist only one student from the University B newsday route cited newsdays and none from the internship route. Internship route students cited the internships in general and seeing their work in the public domain as creating a professional identity. The internship experience at University B served to devalue the newsday experience as once students had experienced this form of learning they felt newsdays were too slow and controlled.

UBFIR Harper:

> ...I do think it could've been sped up a lot and we could've learnt more and it wouldn't have been as big a jump into the deep end.

It may be that Harper felt this before she embarked on her internship, however, it was evident that other students on the internship had also started to become critical of newsdays. Only students

who achieved a 2:1 or above in their second-year law module were able to opt for the internship. This selective route created a sense of superiority and an unintentional division within the cohort that tutors needed to reconcile (Evans, 2019). This was also found in the responses from internship students. Some made critical remarks about the length of time newsday students in their cohort had to produce their work compared to the short deadlines they were experiencing on the internship.

UBFIR Evie:

> *The other part of third year are now doing rolling back-to-back newsdays for two weeks. They're like, "Oh, no," and really panicking.*

UBFIR Abigail:

> *They'd literally done one day and they were stressing. They had a day off the next day. But we have to do that constantly.*

Students on the internship route said they experienced jealousy and sarcastic comments from some of the cohort who did not get selected to do the internship. Valencia-Forrester (2020) argues that academic staff need to consider how exposure to industry is managed. While she agrees that it is important, both in terms of student learning and networking, she argues that "university-led models are more inclusive." (Valencia- Forrester, 2020:707).

There was a perception among the internship students in my study that the skills learnt on the internship had given them an advantage in terms of finding stories and creating material quickly. In this conversation between Evie, Abigail, Warren, Simon and Harper they talk about being asked for help by newsday students but demonstrate a sense of superiority for their skills and derision for the standard of work the newsday students produce.

UBFIR Warren:

> *We even get them messaging us, being like, "I need a story. What are you covering this week on [name of TV station]?"*

UVFIR Evie:

> *Yes, they do that. If I've ever been in the newsroom on my week off and I'm doing my own work, just to get myself out of the house, nine times out of ten, me being in there, somebody will ask me to come over.*

UBFIR Sara:

> *Yes.*

UBFIR Evie:

> *Yes. I've formed the basis of someone's package, editing-wise. Because I don't think they're as strong at it as I am, because of [name of internship route].*

Myra:

> *So, you've been able to pass on your knowledge as well?*

UBFIR Simon:

> *Yes.*

UBFIR Warren:

> Yes.

UBFIR Harper:

> *I think it's just obvious. If you were to watch a package from a normal student on the course and then a package from a [name internship route] student, you can literally just see the difference.*

UBFIR Abigail:

> *Even if you muted the voice.*

Stigbrand and Nygren (2013) were interested in how individuals look at themselves and interact with others in creating a professional identity. In working with experienced journalists or masters in a Community of Practice (COP) (Lave and Wenger, 1991) the interns at University B had assumed a professional identity as journalists, a status that they did not attribute to the rest of the cohort back in the classroom. Apprenticeships and communities of practice have been criticised for being "divisive" and creating a "binary choice of in or out" among students (Hay, 1993:34).

Newsdays are core to the BJTC requirements, so the devaluing of this as a learning experience once students experienced the internship route is important. Students at University A valued the newsdays more as they did not have an internship experience with which to compare. Journalism educators need to consider when integrating an experience like this in a selective way the impact this may have on cohort identity. I will discuss this more in my recommendations for professional practice in Chapter 7: Conclusions.

Once they had graduated and were working, participants valued newsdays more in creating a professional identity. Almost all (36 out of 38) said newsdays made them feel like a journalist. Their experience working as a journalist or in related professions had given them a level of appreciation for the hands-on learning experiences on newsdays. They also made connections between this experience and feeling like a journalist. It is notable that the two respondents in the data set that said they did not feel like a journalist on newsdays had undertaken the internship route. This aligned with the data from the focus groups which suggested that once students had experienced the internship way of learning they devalued the experience of newsdays. One respondent was particularly critical of newsdays, describing them as "overwhelming" and "empty". She later commented that she had gone on to work in documentary filmmaking rather than news journalism. Stigbrand and Nygren (2013) found that whether journalism students want to actually become a journalist at the end of their studies affects their formation of professional identity on their course. While the response was an outlier, it is possible that the participant may never have intended on becoming a news journalist and hence this affected her enjoyment of newsdays and ultimately her professional identity formation. As the questionnaire was anonymous, it was not possible to explore this in more detail, however it still needs to be considered as important data.

Seeing work in the public domain and creating a physical product were also key in creating a professional identity in students. Constructionists believe that it is in the creation process that the learning is done. Mohammad and Farhana (2018) argue that constructionism differs from constructivism in that it is not just the creation process that is important in the learning, but sharing the end product with others. Graduates in Pearson's (2010) study demonstrated that working on a university paper was core to learning the skills of journalism and also helped them prepare for and get jobs in the industry. One participant mentioned how her published articles had helped her get a job, and ultimately created a professional identity as a journalist. For participants in my study working in a real-world environment and sharing their work in the public domain fulfils this need for a creation process. Sharing the product with others also helps create a professional identity. For some participants this coincided with when they perceived their learning to be done. My previous work (Evans, 2017) has shown that having material in the public domain can boost confidence and also galvanise students. The pressure of "doing it for real" (Evans 2016; Steel *et al.,* 2007) and the responsibility of having their material in the public domain can raise the students' game and assist their learning (Evans, 2017). Charles and Luce (2017:118) describe newsdays as hands-on but with "little jeopardy", "meticulously planned" and little more than "simulations with no audience". When compared to their live case reporting of the US presidential election in 2012, they argued the later provided more opportunities for learners partly because there was a real audience.

For internship students from University B seeing their work in the public domain was a key moment they defined as 'feeling like a journalist'. Other tangible physical experiences that created products were also cited by students on both cases and included: setting up and conducting interviews, editing, reporting and using broadcast kit. One internship student referred to working alongside media professionals as helping her feel like a journalist. This feeling was solidified when she replicated traditional practices.

UBFIR Harper:

> *For me, I would've probably said when you're doing the exact same thing as the BBC, or ITV. Like I've gone to things, not just the election. But when I went to [name of town] to cover that [name of event], we had slots. I was watching ITV do their slot and then the BBC. Then I'd go in and do mine. The people that we were interviewing would literally say, "You were no different." Because I'm doing it all by myself as well. The BBC would rock up with like four people and I'd be there on my own.*

Teaching students to work in traditional news organisations has been critiqued for simply reproducing the status quo (Mensing, 2010). However, participants in my study demonstrated that they still aligned with the traditional industry model when considering their own professional identity. Similarly, Wall (2015) examined student responses to citizen journalism through a *'Pop up Newsroom'* exercise. In Wall's work respondents were split between those who embraced change and those who saw it as unprofessional and advocated the traditional physical newsroom and product. There was little dissent from the traditional industry-centred model in my findings with most students associating with the traditional ways of creating media and using broadcast equipment to do this. Their perceptions of feeling like a journalist when creating a physical product and/or seeing that in the public domain confirms this. This is perhaps unsurprising given that both cases are BJTC accredited courses bound by a list of requirements (BJTC, 2020a) replicating the practices of industry including the use of traditional broadcast equipment and newsroom workflow. In addition, both courses are marketed to students using these traditional skills and images. The picture on the home page for the course at University A showed two students reading the news in a traditional TV studio setting in their newsroom, while University B' course home page showed a picture of a student using a traditional sound mixing desk in a radio studio accompanied by the words a "Do you aspire to work in radio or TV in front of the camera as a news presenter, reporter or foreign correspondent or want to work behind the scenes as a producer, editor or researcher?" (University B, 2021). Reardon (2016) looked at the language used on the websites of journalism

degrees at 27 BJTC accredited universities. She found that all framed their courses through skills-based training with little or no mention of critical engagement.

The framing of the courses can also be seen to help create a professional identity among journalism students. In an interview with the course leader at University B in my earlier work (Evans, 2019), she points out that students are told from the moment they start the course that they are journalists.

> And that is kinda the ethos of [name of institution] we tell them don't think of yourselves as students think of yourselves as journalists who happen to be students. It is the kind of ethos we try to instil in all students whether they are on [name of internship module] or whether they are working as a newsgathering team on newsdays. (Evans, 2019:57)

Students internalise this message and it helps create a professional identity from the start. Two students and two graduates from University B said that they felt like a journalist from the start of the course.

At University A there is a more cautious incremental approach to developing a professional identity. The cohort often contains students who are interested in journalism but do not necessarily want to be journalist. Students are not positioned as journalists from day one. For these students it was only when the newsdays really started in the second year that they started feeling like a journalist. None of the students at University A mentioned the start of the course but two graduates did say they felt like a journalist in the first year once newsdays started.

This raises questions as to whether the framing of the course automatically creates a professional identity in all students? And, if so, how long does that last? The self-selection of participants in the focus groups and the sample selected in the graduate questionnaire may mean that those choosing to take part were more inclined to adopt this professional identity. I demonstrated in Chapter 2: Context, that both courses were marketed with vocational skills at the forefront. However, University B's course was established in 1992 and has been accredited by the BJTC since 1995. It also has a reputation among competitor universities and employers for providing strong vocational training for the traditional broadcast journalism industry. University A's course evolved from a studies-based programme in 2012 and had been accredited since 2013, so may have less of a reputation and hence attract a different demographic. A longitudinal study tracking the same cohort from the beginning of the course through to graduation and employment as a journalist would be beneficial.

Shardlow (2009) demonstrates a number of incremental stages in the development of professional identity, from aspiring journalist to journalist which are encountered through the accumulation of

"hack capital": student, survival, strategy and arrival. It includes developing "organisational literacy" and "news sense". The newsday simulation experience at University A, therefore, can be seen to develop confidence in skills that students think they need to become a journalist, including Shardlow's organisational literacy and news sense. It was unclear however whether these students felt the sense of belonging and social ease in the newsroom that Shardlow also referred to. This sense of belonging was more clearly articulated by students on the internship routes at University B, where they were immersed into a Community of Practice (CoP) (Lave and Wenger, 1991).

For students at University A and graduates from both cases, newsdays were the pivotal moment when they felt like a journalist. For graduates from the internship route the initial devaluing of the newsday experience that students felt when they were on the internship was not articulated. The passing of time and being in a professional environment had enabled them to see this as a key part of creating their professional identity. This simulation activity, no matter how real it felt for some, was a key bridge in the transition from student to journalist. The newsday setting allows for this interaction in a more collegiate and less competitive environment, creating a safe place to make mistakes, yet it does not create a sense of belonging that being immersed in a CoP creates.

6.2.3 Hands-on experience - summary

Students and graduates felt they learnt more through hands-on experiences, especially when they felt 'in at the deep end'. They also associated being a professional journalist with the hands-on experiences of replicating the traditional industrial model of journalism (Mensing, 2010). Working with other media professionals and using traditional broadcast equipment was key to this transformation from being a student to being a journalist. Interactions with other journalists were also key in developing professional identity. This was evident on the internship route where students worked with seasoned professionals. However, the selective optional internship route caused division within the cohort and led to a devaluing of the newsday experience.

6.3 Theme 2: Learning from mistakes

Participants in all data sets on both cases felt they learnt faster when they were able to make mistakes. Work discussed in the literature review also referred to learning from mistakes (Evans, 2017; Charles and Luce, 2016; Pearson, 2010; Moon 2004). Moon (2004:113) argues that the "unlearning" from experience can be more important than more learning.

However, for some students and graduates the structure and assessment of newsdays, while designed to allow them to learn from their mistakes, also created a reluctance to take risks and a fear of making mistakes. The fear of losing marks was articulated more clearly by graduates from University A, where all newsdays are assessed on attendance, engagement and competency of skills.

At University B the days are assessed on attendance and professionalism. However, the products they produce on these days form part of their portfolio assignment submission, so there is still a pressure to produce work that aligns with the assessment criteria. As I demonstrated in Chapter 3: Literature Review, the notion of risk-taking is core to experiential learning (Royle, 2019; Charles and Luce, 2016). Royle (2019:204) includes it as an essential mindset characteristic required in her "reconceptualised journalist". It must be noted that not all participants were hesitant to take risks on newsdays. Some articulated the benefits of taking risks and learning from mistakes.

UAQ Graduate 7:

> *No risk means no reward, and I found that risks were greatly rewarded on newsdays. This was a great lesson.*

For some though, the fear of making a mistake that would cost them marks was evident in the data.

UAQ Graduate 4:

> *Such was the importance of doing well on these days, I felt it safer to stick to techniques that I was comfortable with, rather than fail and lose marks for an error.*

The difficulty for journalism educators comes when assessment is required to ensure that students attend and engage with the newsdays and acquire the skills required by the BTJC. While participants in my study referred to working as a team on newsdays, from my own experience leading these days, a competitive edge can also develop among the cohort as they strive to do well in assessment. They see their classmates as competing for roles and stories and divisions can then emerge. This competitiveness can create a similar kind of divisiveness that was seen between the internship students and their newsday counterparts at University B. While in theory the class works together to produce the common goal of a programme or website, in practice the focus on individual achievement (Barnett and Bengtsen, 2020; Williams, 2013) which underpins assessment on University A's newsdays, overrides this.

On the internship route, however, a notion of working as a team was more prevalent with a real focus on the product and creating it together in a CoP. When apprentices are faced with new

challenges it is often through their relationships with other apprentices that they learn (Lave and Wenger, 1991). Internship route students spoke of a collective responsibility for the product.

Pearson (2010) showed how when students saw their work improve as a result of making mistakes they developed a sense of pride: "When improvement comes, pride replaces shame and heads are held high." (Pearson, 2010:75). This was also borne out in my data where students and graduates articulated that they were able to see visible improvements in their work and how making mistakes had solidified the lessons learned in the classroom. When students were immersed into a real-world environment on the internship they perceived they were able to learn quicker from their mistakes in a way that a simulation or classroom environment could not replicate.

UBFIR Evie:

> *I will still make mistakes at [name of internship] that no matter how many sessions you've taught me in a classroom, I will still go out and make them. Because you have to make the mistake to learn from it. We've both done it. We've both left the camera on internal mic. Come back and the sound is shocking. But no matter how many times they tell me to check that your mic is on the right input, I still won't do it. It's like you have to make that mistake to then not make it again.*

Learning from mistakes is core to Kolb's Experiential Learning Cycle as learners are expected to reflect upon their experiences, conceptualise from that learning and then actively experiment with what they have learnt. My data has shown, however, that providing a safe place to do this where students feel comfortable to make mistakes and are not concerned about losing marks is important.

6.3.1 Safe place to make mistakes

At University A students and some graduates appreciated the safe place to make mistakes created when material was not placed in the public domain. It also gave them confidence to experiment. Some participants felt that incremental confidence building, through a scaffolded learning approach (Wood, Bruner and Ross, 1976) prepared them better for their future careers. However, as demonstrated above, this confidence was tinged by a fear of losing marks when newsdays are assessed.

When exploring this theme further in an in-depth interview Jenny from University A felt that while having material in the public domain may have initially made her more nervous, it may also have accelerated her learning.

UAI Jenny:

> *I think the balance was quite good on our course and I don't know if I'd have panicked more and maybe made more mistakes but then maybe that's good. If I was thrown in the deep end, you would make more mistakes quickly at the beginning but maybe you learn from it quicker? I don't know.*

Research on experiential learning in journalism education shows that students need to feel safe while taking part (Evans, 2017; Evans, 2016; Madison, 2014; Kartveit, 2009; Steel *et al.,* 2007). However, that safe place to make mistakes needs to be balanced by the need for exposure and reality (Evans, 2017; Madison, 2014). In Madison's study students worked "alongside seasoned professionals" (Madison, 2014:318) providing them with a "master" to learn from in an apprenticeship style relationship similar to Lave and Wenger's CoP model. Similarly, interns at University B referred to mentors at the TV station who provided advice and guidance and whom they could turn to for help. Their initial fears of being thrown in 'at the deep end' and material being broadcast in the public domain, were quickly replaced by a realisation that they were able to learn from "seasoned professionals" (Madison, 2014) and learn quicker from their mistakes rather than waiting a week before the next newsday as at University A.

At University A some of the graduates who had their work placed in the public domain, prior to a change in policy, said this created a professional identity making them feel like a 'real journalist' but others expressed fear and lack of confidence if this was done.

Management studies have shown that creating a safe space early in the experiential learning process enables deeper learning to be achieved through critical thinking. Kisfalvi and Oliver (2016) found that by creating a safe space students felt more comfortable to take risks and to critically dissect their work. This idea aligns with an education rather than training approach mentioned in Chapter 2: Context. However, both cases in my study market their courses based on the skills learnt and not the ability to critically reflect. The internship route, in particular, focuses on providing skills for work and the ability to critically reflect was not articulated by its participants. I will explore the concept of reflection and critical reflection in a later theme. However, if critical thinking produces deeper learners (Kisfalvi and Oliver, 2016) then being able to reflect upon their practice must be a useful employability skill. The *2019 Global Skills Gap Repo*rt (QS, 2019) revealed that some of the biggest gaps were in flexibility/adaptability and problem solving, skills that I argue, can be developed through critical reflection. This can be seen to echo the calls from academics to embed transferrable skills that better prepare students to adjust to changing environments (Frost, 2018; Hamf and Woessmann, 2017).

6.3.2 Learning from mistakes - summary

Students and graduates in all data sets felt they learnt more when they made mistakes. It has been established that taking risks is core to experiential learning (Royle, 2019; Charles and Luce, 2016). A dilemma arises, however, when the conditions of the experiential learning exercises, such as assessment or placing material in the public domain, prevent risk taking and create a fear of making mistakes.

At University A there was an appreciation by some of the safe place to make mistakes and the scaffolded approach to learning created when material was not placed in the public domain. It built confidence and, some felt, better prepared them for their future careers. At University B participants felt they learnt quicker when they made mistakes and the reality of doing this in the real world contributed to creating a professional identity.

While my initial work in this area (Evans, 2017) advocated a safe place to make mistakes, this work shows that needs to be balanced with benefits of exposure and reality. Students and graduates on the internship route articulated that the benefits of being 'in at the deep end' outweighed the fears of being expected to do it from day one. A suggestion could be to include more initial training on the internship route to allay these fears, coupled with introducing critical reflection to produce deeper learners with the transferrable skills required by employers (QS, 2019). I will return to this in my recommendations for professional practice in Chapter 7: Conclusions.

6.4 Theme 3: Pride

Working for a real organisation or simply creating a product on newsdays produced the same sense of pride in students and graduates. Participants at University A were proud of doing what they considered to be 'real journalism' and mentioned interviews and making packages as contributing to that sense of pride. This sense of pride existed whether or not the material was published in the public domain but often depended upon the content of what they produced. This constructivist approach to learning where people learn more effectively when they are engaged in constructing a "personally meaningful artifact" (Mohammad and Farhana, 2018) was evident in all data sets. This aligns well with activist style learners (Honey and Mumford, 1992) who like to participate in an activity and the product then becomes a visualisation of their involvement. For those whose work was placed in the public domain (University B and some graduates at University A) this also made them feel like a journalist. Some gave examples of friends and family seeing their work or being recognised by strangers in the street.

When explored in more detail in the in-depth interviews, what initially may have looked like kudos and visibility, was underpinned with a sense of legal and social responsibility or notions of objectivity, ethical practice and the public good (Deuze, 2005). Deuze argued that public service has historically been an ideal that journalists aspire to but often hide behind to legitimise aggressive reporting styles. He argued, however, that in more recent years multimedia and multicultural environments have challenged these notions and enabled a subtle shift towards seeking out new agendas, resulting in journalism coming from bottom up rather than top down.

> Providing a service to publics in a multimedia and multicultural environment is not the same safe value to hide behind like it used to be in the days of print and broadcast mass media. After all this is the age of individualization (sic), audience fragmentation and attention spans ranging from minutes while watching to seconds while surfing (Deuze, 2005:455).

Similarly, Williams, Guglietti and Haney (2018) concluded that students adopt the ideals of public watchdog and ethical practice. Deuze's notions of objectivity, ethical practice and the public good were also prevalent in their findings. In my study this notion of responsibility was far stronger on the internship route where students were working for a real news organisation. Internship students felt a responsibility to their audience to not just get the story right (legal responsibility), but to be aware of the audience needs (social responsibility) as can be seen from Warren and Simon's quotes on page 117.

Despite the focus on individualist achievement in society (Barnett and Bengtsen, 2020; Williams, 2013) and the fame culture promoted by social media, there was still an understanding among these young people that being a journalist was about the public good. This differs from the findings of Hanna and Sanders (2012) who found that as students progressed through their journalism education, they often lost that sense of social responsibility and were less likely to give ordinary people a voice.

The sense of responsibility of producing work in the public domain extended to the organisation and enabled the students to see that there was more at stake than just their grades. This contrasts from some of the responses from students on newsdays who were driven by assessment.

UBIIR Simon:

> *So, in the back of your head you're always thinking, "Well, there's a team to worry about, there's a station to worry about, there's other people involved, it's not just my grade at stake, it's actually the organisation."*

Responsibility comes with having work in the public domain and 'doing it for real'. This then contributes to a sense of professional identity and feeling like a journalist. Students on the internship route and graduates on both routes linked social responsibility with professional identity. While the link was more explicit for internship students working for a real news organisation, when work was placed in the public domain the same sense of responsibility was articulated by graduates at University A.

Pearson (2010:82) demonstrated that internships showed students "how to work with the public" She highlights a theme of "Making a difference", which originated in students from contributing to the community without getting anything in return. They also articulated that learning to be a "true professional" and adhering to ethical standards was important to them. Students on both cases are introduced to journalistic contemporary ethical codes as part of the BJTC requirements (Appendix, 1). My findings suggest that even ten years after the change in funding model for HE in England, students had not completely internalised the notion of being consumers and simply wanting a degree (Molesworth, Nixon and Scullion, 2009). They were keen to make a difference and were aware of the social responsibility that came with the role of journalist.

6.4.1 Pride – summary

Having pride in the work they produce, whether on newsdays or on the internship route was key to creating a professional identity in students. When they saw their work in the public domain or broadcast on newsdays it made them proud and also feel like a journalist. This initial sense of visibility and recognition, however, had deeper roots and produced a sense of legal, ethical and social responsibility. Students on the internship route in particular were motivated by being part of a team and doing something for the public good.

6.5 Theme 4: Repetition

Students and graduates in both cases said the repetition involved in newsdays or the internship route helped them learn quicker and developed confidence. Repetition is a core concept of Kolb's ELC (2014; 1984) where learners build upon their experiences and reflections by repeating the cycle.

Figure 1: Kolb's Experiential Learning Cycle (Taken from Evans, 2019)
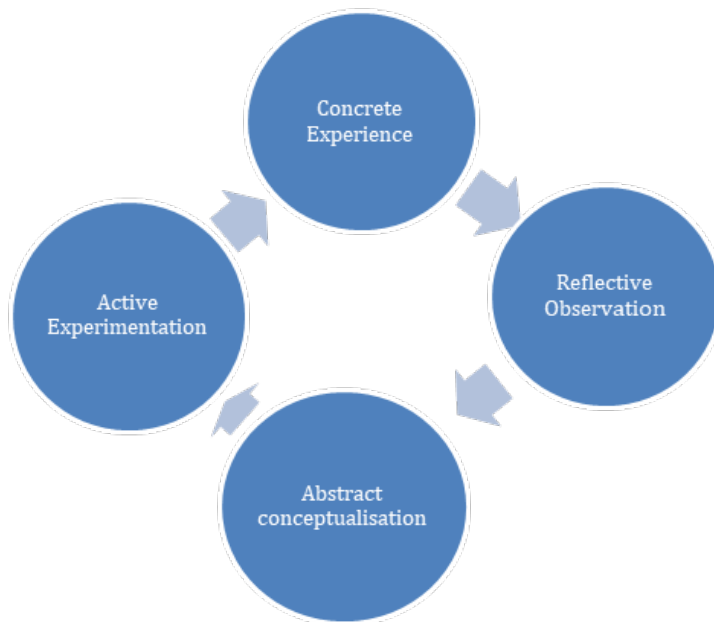
In later editions Kolb, (2014) describes the process as a learning spiral where what has been learnt is taken forward rather than simply repeated. It acknowledges that the learning experience is different and the learner moves forward each time they participate in the cycle. In journalism education, while the newsday or internship experience is repeated each week, or each day, it poses different challenges as students are often in different newsroom roles or covering different stories.

This theme was particularly prevalent at University A where five students referenced repetition in response to questions about how they learnt. For some, this constant repetition developed self-efficacy. This was exemplified in Callum's quote on page 121 where he talks about how the frequency of the days developed a familiarity with newsroom processes and news values, as Shardlow (2019) suggests.

Both courses are required by the BJTC to provide fifteen newsdays a year for students in their final two years. At University A these are run weekly with two back-to-back in one week. At University B five run weekly and ten run back-to-back in news weeks. Students on the internship route work on a week on/week off shift pattern at the TV station with alternate weeks being spent back in the classroom. While not all students attend all newsdays, assessing the days ensures that most attend most of the days and are therefore able to experience the repetition required of Kolb's ELC. Herein lies a dilemma. While assessing the newsdays creates a fear of taking risks or making mistakes that is

needed for learning to take place, if the days are not assessed then students may not attend and will not be able to accomplish the BJTC skills' requirements.

Internship students felt that they learnt more and learnt quicker than their counterparts on the newsday route by doing the job day in, day out. This also contributed to creating a professional identity within them. This was also borne out in the graduate questionnaire. The regularity and frequency of the experience was perceived as beneficial to learning, helped them learn quicker and made them feel like a journalist. By the end of six weeks (three weeks on and three weeks off) internship students had completed the same amount of days (fifteen) that newsday students at University A did in a year.

6.5.1 Repetition – summary

Students and graduates in both cases perceived that the repetition involved in the newsdays or the internship route helped them learn quicker. Students on the internship route perceived that they learnt quicker than their newsday counterparts because they were doing it more regularly. For some students the repetition of the exercises also developed a self-efficacy. For internship students it contributed to them feeling like a journalist.

6.6 Theme 5: Reflection

Reflective observation is one of the four stages of Kolb's ELC. Kolb argues that knowledge is not created by the experience alone but the transformation of that experience. "Knowledge results from the combination of grasping and transforming experience." (Kolb, 2014:112) This process is done through reflective observation. The notion of a reflective practitioner (Schon, 1991) extends across a range of vocational courses. The underlying premise is that by instilling a habit of critically reflecting upon practice produces better practitioners.

Students and graduates were asked about how they used reflection in their learning. Discussions focused on what went wrong and how they could learn from their mistakes. There were differences, however, between the two cases in what was perceived as reflection.

University B focus group students conflated the idea of reflection with feedback on the practical areas from technical staff. Others said they were too "drained" and "relieved" (UBFND Isabella) at the end of the newsday and if they were to reflect it would be the following day.

For those on the internship route at University B, their comments on reflection also focused on when things had gone wrong but the reality of the experience meant for some students they were able to make links between their lessons in class and their practice. Abigail's comment illustrated a link between her law lessons that solidified the classroom learning and transformed the experience (Kolb, 2014)

UBFIR Abigail:

> When there's stuff about law that we've learnt and we're doing something in a package, we're like, "Oh, yes, well, we can't do that." Like undue prominence. But we need to be careful. We'll be like, "Oh, I remember learning about that."

At University A, though, there was a different understanding of the concept of reflection. Focus group students initially talked solely about the feedback after newsdays. However, when probed deeper they said they would discuss the day with their peers and sometimes their parents and this enabled them to learn from their mistakes. Some said that by verbalising what had gone wrong with each other enabled them to commit the learning to memory.

Many scholars (Shaffer, 2015; Hanna and Sanders, 2012; Niblock, 2007; Steel *et al.,* 2007; Sheridan Burns, 2004 and 1997, Brandon, 2002; Reese and Cohen, 2000) have advocated the use of reflection in experiential learning to close the gap between theory and practice in journalism education. Sheridan Burns (2004) refers to it as a "cognitive bridge" between theory and professional practice. She also argues that this helps develop a sense of professional efficacy.

> It is through critical self-reflection that journalists develop self-reliance, confidence, problem solving, cooperation and adaptability, while simultaneously gaining knowledge. Perhaps more importantly, it develops in students a sense of professional efficacy in their ability to negotiate the dilemmas and complexities that are inherent in their practice. Reflection is also the process by which journalists learn to recognize (sic) their own assumptions and understand their place in the wider social context (Sheridan Burns, 1997:95)

There is some ambiguity around the terms critical reflection and reflective practice. Niblock (2007) argues that reflective practice is often used to describe journalism courses in university prospectuses to differentiate it from media sociology. Sheridan Burns (1997) argues that when journalists talk about their job with one another they are critically reflecting and links this with Lave and Wenger's (1991) concept of being in a community of practice. Using this definition, what may have appeared to be a surface level discussion about feedback and what to do and what not to do, can be seen as

developing critical reflection. Students can be seen to be, not only reflecting upon their practice, but problem solving which is typical of activist learners (Honey and Mumford, 1986)

The *2019 Global Skills Gap Repo*rt (QS, 2019) also identified problem solving, along with flexibility and adaptability, resilience and communication skills, as one of the biggest gaps between graduates and what was needed in the workforce. Some of these soft skills may be developed through more critical engagement in the discipline. The ability to be able to critically reflect upon the learning produces deeper learners (Kisfalvi and Oliver, 2016).

The need for more critical, analytical and tactical skills is also essential for preparing students for the rapidly changing world (Frost, 2018). However, this core skill is not included in the accreditation body's list of requirements and is not marketed by the courses. I have demonstrated in Chapter 2: Context that both universities include critical engagement or theory modules in their courses but for students who choose the internship route at University B there are no theoretical modules in year three. Likewise, at University A third-year students can elect to study practice-based modules avoiding overtly critical engagement modules.

The real difference in the understanding of reflection between the two cases is in the graduate responses. Graduates were asked a specific question about how they used reflection in their learning. University A graduates articulated the value of critical thinking more explicitly than current students at University A and also graduates at University B. Students at University A are asked to complete a reflective diary entry on each newsday and write a critical appraisal of their practice in relation to academic theory at the end of the module. A small number of graduates (n=4 out of 25) from University A referred to the critical appraisal essay in linking theory to practice, although perceptions of this were mixed. Others (n=5 out of 25) referred to the reflective diary or workbook as helping to reflect upon the newsdays (one specifically linking this to reflection on moral issues). The fact that this was articulated more clearly by graduates than students on the same course, may suggest that appreciation of the role of reflection happens after students enter the labour market and are able to apply the learning. This can be seen in the quote from Graduate 16 on page 126*.* Similarly Graduate 3 on page 124 said reflection comes with age.

In contrast, when asked the same question, University B graduates were less responsive, suggesting they had a different understanding of the role of reflection. Four out of twelve respondents from University B did not respond to the question about reflecting on newsdays and of the eight that did, one answered n/a (not applicable), two said they did not reflect on their newsdays and one said she did not know what reflection was. In response to the same question about the internship only seven graduates responded to this question with most conflating it with feedback. Two said they did not

use reflection and one participant again answered n/a. Internship Graduate 49 recalled some group reflection on her newsdays in years one and two, but when asked the same question about her internship experience she could not remember reflecting. The lack of responses to this question, and in particular the answer that indicated that reflection was not applicable, suggests that participants had not valued the role of reflection, despite it being part of the assessment portfolio, or had been influenced by a workplace culture. At the University B internship route, students are required to produce a practical portfolio of work from the internship for assessment as well as two essays. In term one of their third year they produce a reflective essay on their practice and in term two a critical essay which is intended to examine debates in industry and look critically at their practice and the media as a whole. As part of their other compulsory module, Documenting News, these students are also required to produce a 3,000-word research essay examining issues raised in the documentary they make.

Theory and practice are firmly articulated in the module specification documents for both the newsday module at University A and the internship module at University B, but students in my study did not seem to make the link between theory and practice in their perceptions of their learning. The difference in the perception of the role of reflection can potentially be attributed to the origins and framing of the course. I mentioned earlier that University B's course frames students as journalists from year one and has a reputation of providing vocational broadcast training. On the other hand, University A's course originated from a studies-based course and does not posit a professional identity as early. Critical thinking is also embedded into the newsday feedback sessions at University A, with students being introduced to moral, ethical and theoretical debates in relation to their newsday content. The aim is to create the "cognitive bridge" that Sheridan Burns (2004) refers to and develop deeper learners advocated by Kisfalvi and Oliver (2016).

Charles and Luce (2016) draw upon the work of Beard and Wilson (2013) and Moon (2004) in arguing that students need guidance in how to reflect and make sense of their experiential learning. Similarly, Niblock (2007) looks at what reflective practice means in journalism education and claims that students need to be coached in how to do it. Boyd-Bell's (2007) study of experiential learning at a student newspaper in Auckland concluded that while some of the learning is contrived and cannot replace a real newsroom, students advanced their technological skills and also developed critical thinking about the profession. In my study, while this may be true within the simulated learning environment on newsdays, there was little evidence to suggest that this happened when the student is fully immersed in a situated learning setting.

While students at both universities are given the theoretical underpinning to their practice in modules at years 1 and 2, it is not evident in the responses from University B that they were able to make a link between critical theory and practice. There is an argument for not just embedding critical theory into newsdays and internship modules but also teaching students how to use it to reflect.

6.6.1 - Reflection summary

There were distinct differences between the two cases of what students and graduates considered to be reflection. Internship students at University B referred to reflection when things had gone wrong. The reality of the experience meant for some, the classroom lessons in law for example, made more sense when they were put into practice.

Students at University A demonstrated an alignment with Sheridan Burns's (1997) definition of critical reflection by discussing their practice in a community of practice with friends.

For graduates from University B there was less understanding of the concept of critical reflection despite critical engagement being taught throughout years 1 and 2 of the course. At University A there was some understanding and appreciation of this, but some graduates were unsure of the benefit it brought. This may be attributed to the framing of the courses and the reputation they have.

While many scholars (e.g. Shaffer, 2015; Hanna and Sanders, 2012; Niblock, 2007; Steel *et al.,* 2007; Sheridan Burns, 2004 and 1997; Brandon, 2002; Reese and Cohen, 2000) have called for reflection to be embedded into experiential learning to bridge the gap between theory and practice, there is ambiguity over what is meant by critical reflection and how to achieve it.

This study shows that students may need to be taught the value of reflection and how to use critical theory to reflect.

6.7 Aligning with learning theory

I outlined in Chapter 3: Literature Review that I had chosen to use Kolb's ELC as my definition of experiential learning as it aligns with my thinking and approach to experiential learning in HE. I demonstrated how this model differed from Lave and Wenger's definition of situated learning mainly in the area of reflection on the experience. I adopted Lave and Wenger's model in relation to the situated learning. Initially it appeared that University A's model aligned more closely with that of

Kolb's ELC as the element of reflection is firmly embedded in the newsday process and University B's model aligned with Lave and Wenger (Evans, 2019). However, crossovers between the two models can be seen in both cases.

In early publications arising from this study (Evans, 2019b) I proposed a hybrid model of Kolb's ELC and Lave and Wenger's situated learning models. I suggested that students should experience the full immersion that comes with situated learning in a community of practice but should then return to the classroom for the essential reflective observation stage of Kolb's ELC.

Figure 6: Hybrid model of Kolb's ELC and Lave and Wenger's Situated Learning Model. (Taken from Evans, 2019b)
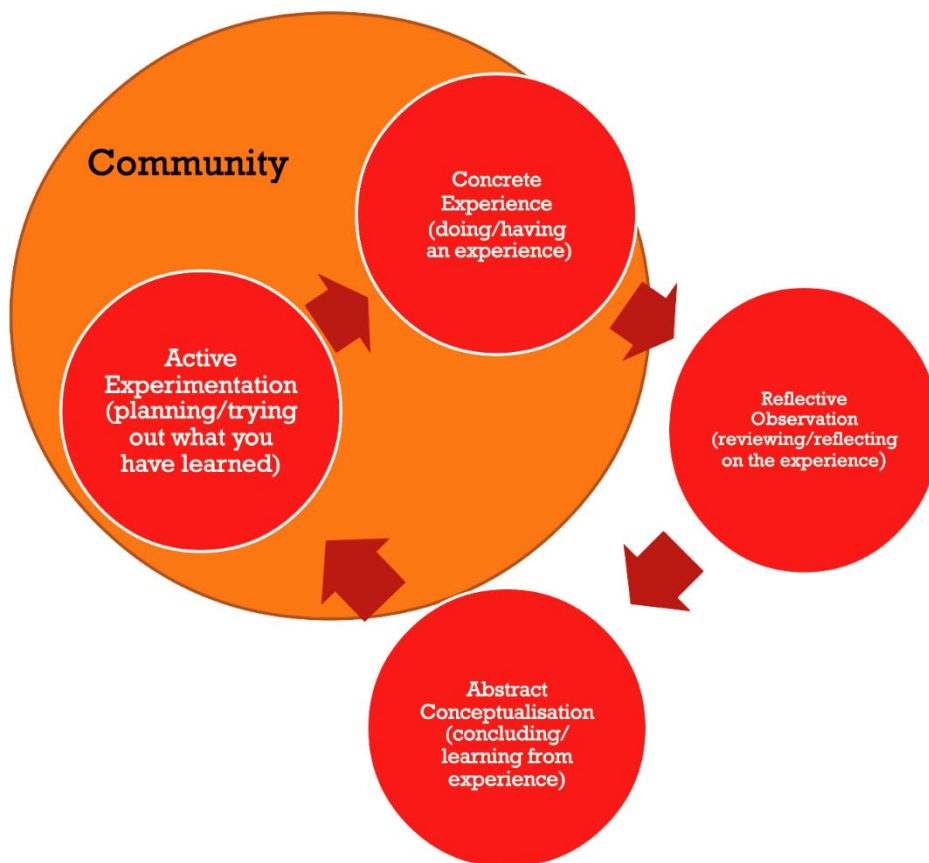
Having now completed this research my thinking has developed. I argue that this hybrid model can, in theory, already be seen to be in operation at University B through the week on week off experience. However, the reflective observation component is less developed. Meanwhile, students and graduates at University A perceived the newsday experience as just as real as counterparts working in a situated learning environment in the real world. While they did not demonstrate a

sense of teamwork or the principles of Legitimate Peripheral Participation (LPP) (Lave and Wenger, 1991) through engagement with old-timers or masters that Lave and Wenger articulated, there was still a sense of social and community responsibility created if the work was placed in the public domain. They also better articulated the value of critical reflection on their practice. University B internship students, on the other hand, had a better sense of social responsibility and can be seen to have adopted some of the principles of LPP and an appreciation of learning from more experienced colleagues or masters in the trade.

6.7.1 Creating new models

While all participants felt they learnt more from "hands-on learning" and "doing it for real" there was a recognition that this often solidified the learning done in the classroom. This sentiment echoed the findings of Pearson (2010) and demonstrated that students valued the lessons learnt in classroom and the ability to use them in an experiential setting. It suggests that for these students the learning cycle began in a stage of theoretical underpinning or skills acquisition that they were able to test through active experimentation and concrete experience. Kolb asserts that learners can engage with his ELC at any stage. University B internship route students can be seen to have started their learning journey through abstract conceptualisation with classroom-based lectures and workshops. Their newsdays and work experience in year two, formed the active experimentation stage and then this was solidified through the concrete experience of the internship. While there was opportunity for reflection built in during their weeks back in the classroom, this was not valued as much as by students from University A students who had a reflective experience built into their newsdays.

This model differs from the traditional situated learning and the LPP model (Lave and Wenger, 1991) where students are fully immersed into a community of practice and learning is achieved solely through participation and replicating the practices of others. I argued in Chapter 3: Literature Review that in Lave and Wenger's Yucatec midwives and non-drinking alcoholics cases there was a disconnect between didactic teaching and learning. While internship students said they learnt from more experienced colleagues and being "thrown in at the deep end" (UBIIR Warren) and the experience did solidify lessons learnt in class, they also expected more training while on the internship.

Figure 7 adapts my hybrid model from Evans (2019b) to reflect this. It also positions the active experimentation stage of newsdays and work experience as a steppingstone between the classroom-based learning of lectures and workshops and having a concrete experience on the

internship route. This stage offers a supported environment where students get experience in the real world but with the safety net and structure of academia before embarking upon full immersion into the CoP (Lave and Wenger, 1991). Active experimentation, however, relies upon the students feeling comfortable to take risks and experiment without the fear of losing marks on assessed newsdays. The perception of internship students that they felt "in at the deep end" (UBIIR Warren) when asked to go straight out to report for the TV station may suggest a need to embed a further stage of abstract conceptualisation while on the internship (Stage 3). I will develop these two points further in my recommendations for professional practice in Chapter 7: Conclusions.

Figure 7: Applying Kolb's ELC to University B internship route model (adapted from Evans 2019b)

At University A the cycle starts in the same place as University B with abstract conceptualisation. The active experimentation, however, combines with the reflective observation phase through the newsday feedback and weekly reflective diary entries. Here students have a safe place to make mistakes, albeit hampered by the fear of assessment, and reflect upon their learning. Their concrete experience phase is restricted solely to their fifteen days work experience rather than the fully-

immersed situated learning experienced by the internship students who become part of the staff of the TV station. The cycle is completed with reflective observation through essays.

Figure 8: Applying Kolb's ELC to University A's practice-based learning model (adapted from Evans 2019b)

6.8 Chapter summary

In this chapter I discussed and analysed the findings from my data in themes: hands-on experience, learning from mistakes, pride, repetition and reflection. I aligned these with my research questions and literature that exists in this area and identified original findings that contribute to the body of knowledge. In summary they are:

- Participants in both cases started their learning cycle with a stage of theoretical underpinning that was solidified in the active experimentation and concrete experience stages (Kolb, 2014; 1984).
- Broadcasting and publishing material in the public domain made participants at University B feel they learnt quicker than their newsday counterparts.
- Broadcasting and publishing material in the public domain contributed to creating a professional identity for participants in both cases.

- A sense of social responsibility was created with having work in the public domain and doing it for real and this contributed to creating a sense of professional identity.

- Participants felt they learnt more when they made mistakes but the fear of getting it wrong on assessed newsdays prohibited risk taking.

- A selective internship experience can cause divisions within the cohort and derision towards traditional newsday learning.

- The traditional "industry-centred model" (Mensing, 2010) of what it means to be a journalist was still prevalent among students on both routes.

- Creating a physical product on newsdays or the internship route produced a sense of pride.

- Participants at University A had more understanding and appreciation of the role of critical reflection on their practice than those at University B.

Chapter 7: Conclusions

7.0 Introduction

In this concluding chapter I pull together the themes and findings that have emerged in my research and attempt to create closure to the study (Murray, 2011). I align my contribution to knowledge to the research questions set in Chapter 1: Introduction. I also make recommendations for professional practice for journalism educators and the Broadcast Journalism Training Council (BJTC). I then discuss the limitations of my study and suggest further research that could develop this area of knowledge. I have mentioned throughout this thesis that I consider my reflections to be personal and affected by my own positionality within the study. At the end of this chapter, I reflect upon my personal journey and how my thinking has developed throughout the research.

7.1 Revisiting the gaps in knowledge

In order to demonstrate how my research contributes to knowledge in this area, I will revisit the gaps in knowledge that I identified in Chapter 3: Literature Review. While there are some similarities between my study and others conducted in this area, (Tulloch and Mas i Manchon, 2018; Burns, 2017; Charles and Luce, 2016; Pearson, 2010; Steel et al., 2007) there are distinct areas where it fills gaps in knowledge.

There are many studies in journalism education that examine the professional identity of students working in experiential learning or community of practice exercises (e.g.: Williams, Guglietti and Haney, 2018; Charles and Luce, 2016; Wall, 2015; Stoker, 2015; Matthews and Heathman, 2014; Steel *et al.,* 2007) but there is little written about opportunities that exceed the short-term controlled nature of these exercises. There are no studies that examine students' perceptions in a more long-term fully immersed experience as this one does.

Tulloch and Mas i Manchon (2018) looked at situated learning in journalism education through an integrated newsroom model where students worked directly for the Catalan News Agency. Their work presented a training model that aimed to bridge the theory versus practice divide, meet the global–local challenges, and combine traditional reporting competence with the multimedia demands of the digital newsroom (Tulloch and Mas i Manchon, 2018:38). They examined the model

but were not concerned with the perceptions of students of this way of learning. My perception-based study helps to close that gap.

There is a paucity of knowledge examining how both students and graduates perceive their learning experiences. Scholars (Wall, 2015; Williams, 2014; Guglietti and Haney: 2014*; Steel *et al.,*2007) have called for more work in this area. While Pearson (2010) and Burns (2017) do this to some extent, Pearson's work has an American context and Burns' is in Australia. This study provides a perspective from students and graduates of two UK universities.

There are few UK studies of experiential learning in journalism education and in particular on BJTC accredited courses. While the BJTC require all courses to deliver a list of skills and 15 newsdays a year in the final two years of the course, there has been no empirical study comparing ways of doing this. Kocic (2017) reviewed literature surrounding newsdays and experiential learning, but did not look at how these were implemented in universities. He called for further research into newsdays. In addition, there is little published knowledge about whether and how the experiential and situated learning models used in achieving the BJTC requirements are able to transform the identity from student to journalist. The BJTC does share good practice at its partners' days and annual conferences. However, an empirical study like this will help journalism educators gain a deeper insight through a comparative lens and suggest how the requirements can be integrated alongside those of academia.

My literature review chapter demonstrates how the integration of experiential and situated learning in journalism education contributes to the education versus training debate. Experiential learning with journalism students also raises questions about how to best manage the risk between throwing them in at the deep end and retaining sufficient control to guarantee a positive experience (Steel *et al.,* 2007). This study offers some insight in this area.

The following sections will align the findings with my research questions outlined in Chapter 1: Introduction and demonstrate how they go some way to addressing the gaps in knowledge. Some of the findings apply to both questions.

7.2 Research question 1

What are students' and graduates' perceptions of how they learn about journalism within two different models of practice-based learning in Higher Education?

My research identified that participants perceived 'hands-on' or practical experiences and in particular being 'in at the deep end' as core to their learning. They also perceived that they learnt

more when they were able to make mistakes. The repetition involved in newsdays and the internship route was also central to how they perceived their learning to take place. There was also an understanding that reflecting on these experiences played a role in the learning process. These findings can be seen to echo and support other work in this field. However, I also identified the following unique findings in relation to the participants' perceptions of their learning about journalism:

1. **Participants at both cases started their learning cycle with a stage of theoretical underpinning**. Unlike Kolb's ELC where the abstract conceptualisation derives from the experience, my study demonstrates that at University A and B the theory and concepts often underpin the experience. In my cases active experimentation and having a concrete experience solidified the learning done in the classroom.

2. **Broadcasting and publishing material in the public domain made participants at University B feel they were learning quicker than their newsday counterparts**. The regularity and repetition of the experience increased their confidence and the speed with which they performed the skills. Their reflections focussed primarily on learning the skills required rather than learning about journalism as a subject.

3. **Participants felt they learnt more when they made mistakes but the fear of getting it wrong on assessed newsdays prohibited risk taking**. In both cases participants aligned with the view that learning occurs through making mistakes but demonstrated a reluctance to make those mistakes if newsdays were assessed. This tension provides an insight for journalism educators that I will develop in my recommendations for professional practice.

4. **Creating a physical product on newsdays or the internship route produced the same sense of pride at both University A and University B.** The act of constructing something tangible was important to the participants' perception of how they learnt. They aligned with a constructionist perspective that links the creation process to learning.

5. **Participants at University A had more understanding and appreciation of the role of critical reflection on their practice than those at University B.** There was a different understanding of what defined reflection in the two cases. Students from University A referred to their reflective essays and articulated the value of reflecting with family and friends after newsdays. I have suggested that this may be partly to do with the origins and subsequent framing of the two courses. Scholars (Hanna and Sanders, 2012; Niblock, 2007; Shaffer, 2015; Steel *et al.,* 2007; Sheridan Burns 1997; Brandon, 2002; Reese and Cohen, 2000) have called for critical reflection to be embedded into experiential learning to produce deeper learners (Kisfalvi and Oliver, 2016) and better prepare students for the rapidly changing

world (Frost, 2018). My study shows that students may need to be taught the value of reflection and how to use critical theory to reflect. I will return to this in my recommendations for professional practice.

7.3 Research question 2

When, if at all, do participants in the study perceive their professional identity as being a journalist?

Participants perceived their identity as a journalist when they were taking part in 'hands-on' experiences and feeling like they were 'in at the deep end'. The act of repeating tasks regularly also developed confidence and made them feel like journalists. I also found that a sense of social responsibility and accountability was created with having work in the public domain and working for a real news organisation. This contributed to a sense of professional identity.

 I also identified the following unique findings:

1. **Participants who had their work broadcast or published in the public domain said this contributed to creating a professional identity.** The sense of producing something that other people could see made them feel like journalists. However, when explored further this was more than just visibility and kudos associated with having work in the public domain, it brought with it a sense of social responsibility.

2. **The traditional "industry-centred model" (Mensing, 2010) of what it means to be a journalist was still prevalent among students on both routes.** I argue this can be attributed to the accreditation bodies' requirements and the subsequent framing of the courses. Students who enrolled on both courses were given a picture of what it means to be a journalist from the outset and were taught the skills to replicate the traditional model.

3. **Creating a physical artefact on newsdays or the internship route produced the same sense of pride for participants.** It produced a tangible example of their work that they could show and share with others. If the work was broadcast in the public domain this contributed to them feeling like a journalist and a sense of reality (Charles and Luce, 2016).

4. **A selective internship experience can cause divisions within the cohort and derision towards traditional newsday learning.** Internship students at University B perceived their learning to be quicker and that they had more journalistic experience than their newsday counterparts. This created a sense of superiority and unintentional division within the cohort. The sense of superiority led to sarcasm and/or resentment from both groups of

students. There was a perception by the students that the internship had given them an advantage over their peers. While this is difficult to reconcile with the expectations on parity in HE (Evans, 2019), it can be seen as an inevitable consequence of a selective route. In addition, the difficulty for educators arises when these students return to the classroom for their week off from the internship and teaching staff need to reconcile the differences between the newsroom and the classroom (Evans, 2019). While previous work discussed this from the perspective of teaching staff, this study gives an insight into the student and graduate perceptions. These should be borne in mind by journalism educators when considering a selective integrated internship route.

7.4 Recommendations for professional practice

This section identifies potential recommendations and implications for journalism educators and professional accreditation bodies. While case study is unique and its findings cannot be generalised, there are several recommendations arising from the findings that can be applied more widely within a specific context (Thomas, 2016) and will be useful to other B JTC accredited courses. Some of the broader recommendations I make in subsections 7.4.5 and 7.4.7 may also be useful to other practice-based courses in HE that use simulation, placements and internships such as healthcare.

7.4.1 Integrate critical reflection into newsdays

Integrating critical reflection into the newsday structure may better create graduates who are flexible and adaptable with transferrable skills required by employers (QS, 2019) in a rapidly changing world (Frost, 2018). Royle (2019:160) demonstrated that the journalism industry was being characterised by a "new and persistent precariousness which demands a greater self-sufficiency and resilience of the contemporary journalist.". This precariousness and uncertainty have been exacerbated by the recent COVID-19 pandemic (Bissell in Fowler Watt *et al.,* 2020). Embedding skills in reflection, and better articulating the transferrable value of this alongside the practical skills, may better prepare students for this changing world.

My research was not intended to make a link between pedagogy and graduate outcomes. It also only examines the perceptions of graduates who have gone into journalism or a journalism related career. What I am suggesting, however, is that students may have more appreciation of the role of critical reflection and be able to make a link between their theoretical modules and their practice-based ones, if critical reflection is firmly embedded as a requirement of newsdays by the BJTC.

Embedding it into the feedback sessions in the stage of active experimentation on newsdays as in University A (Figure 8) may enable students to stay more flexible and responsive to future change (Mensing, 2010). Steel *et al.,* (2007) called for further research into how scholars can use practice-based learning to complement the academic components of the degree. This research goes someway to answering this call along with providing a model for doing this within the newsday structure.

Figure 8: Applying Kolb's ELC to University A's practice-based learning model (adapted from Evans, 2019b)

7.4.2 Do not assess newsdays on content

My study demonstrated that some students and graduates valued the safe place to experiment and make mistakes created on newsdays. Creating a safe place to make mistakes enabled them to gain the confidence to experiment in a scaffolded learning environment (Wood, Bruner and Ross*,* 1976). However, this confidence was tinged with a fear of losing marks when newsdays were assessed. The BJTC requires courses to offer fifteen newsdays a year in the final two years of the course but does not stipulate that these days are assessed. My recommendation to journalism educators is that these days are assessed purely on attendance and professionalism, to ensure engagement with the

days, but not on content. This would create greater confidence in taking risks called for by Royle in her model of the "reconceptualised journalist" (Royle, 2019:iii). It also goes some way to answering the call for further work into how journalism educators manage the risk between throwing students in at the deep end while retaining sufficient control to guarantee a positive experience (Steel et al., 2007).

My recommendation is that the emphasis of these days should be placed on the process and the team product rather than individual contributions. This will also remove the newsday competitiveness that was evident from the responses of the participants in my cases and help create a community of practice.

7.4.3 Place newsday material in the public domain to add to the sense of reality

In earlier work (Evans, 2017) I concluded that creating a safe place to make mistakes needed to be balanced with benefits of exposure and reality. This study has shown that students and graduates on the internship route perceived the benefits of being 'in at the deep end' and 'doing it for real' outweighed the disadvantages, especially when material was placed in the public domain. It creates a sense of reality and authenticity (Charles and Luce, 2016) that contributes to them feeling like a journalist. Participants at University B felt they were learning quicker than their newsday counterparts. In addition, seeing their material in the public domain created a sense of reality which contributed to their professional identity. With this in mind, I recommend that newsday material is broadcast in the public domain but with sufficient safeguards to ensure that students feel comfortable to still take risks, actively experiment and critically dissect their work (Kisfalvi and Oliver, 2016). That safe space may be created if newsday material is not assessed, as recommended above. In addition, a system whereby newsday material is only placed in the public domain after thorough legal checks by staff, as at University B, would go some way to creating this compromise.

7.4.4 Block newsdays together

Internship students at University B perceived that they learnt quicker than their newsday counterparts and the regularity and frequency of the experience made them feel like a journalist. By the end of six weeks (three weeks on and three weeks off) internship students had completed the same amount of days that newsday students at University A did in a year. Universities that offer block weeks of newsdays may be able to accelerate learning, create greater confidence and develop a professional identity in their students earlier.

7.4.5 Reconciling risk and reality with guaranteeing a positive student experience

Internship students at University B said they would have preferred more training before being "thrown in at the deep end" (UBIIR Warren). A longer induction process on internship routes before sending students out to report could potentially ease the transition from classroom to internship. Stoker (2015) highlighted a need for more guidance and formal supervision on experiential learning exercises. A longer induction process may address that concern. It may also go some way to reconciling the risks between throwing students in at the deep end and retaining sufficient control for a positive experience (Steel *et al.,* 2007) by providing them with the armbands they need to learn to swim.

This recommendation could be potentially applied wider across other practice-based disciplines, such as healthcare, that use internships and full-immersion in a community of practice as part of the teaching methods. It echoes recommendations from Teo *et al.* (2011) which suggest that an internship transition course is necessary for students moving from medical school to residency.

7.4.6 Creating a real public service journalism

Participants on the internship route in particular expressed a feeling of legal and social responsibility to their audience. Notions of objectivity, ethical practice and the public good (Deuze, 2005) were prevalent. Deuze (2005) argued these should be capitalised upon in the new multimedia and multicultural environment to create a real public service journalism. My recommendation for journalism educators, therefore, is a call to harness the sense of social responsibility I found in my participants. I echo the calls to create a more community-centred model of journalism education (Mensing, 2010) that moves away from the entrepreneurial model (Royle, 2019) and challenges the status quo. Deuze's more recent work states that the structures of the newsroom are not necessary for the values, ideals, and culture of journalism to survive. He calls upon educators to "move beyond binaries and seek out the stories and conversations of journalists elsewhere." (Deuze, (2019:3). The new ways of remote working for journalists that were accelerated by the pandemic (Williams, 2020) could provide the opportunity to do just that.

7.4.7 Selective internships

Journalism educators considering an internship route should be aware of the unintentional division this can cause within the cohort. In light of this, more consideration should be given to the way integrated internships are perceived and framed within courses. Tutors should create a culture

where the internship route is seen as just one of the options available and no better than the newsday route. While I understand the need for a level of proficiency in law before students were selected for the internship route at University B, this selectivity may contribute to a sense of superiority. This consideration could be applied wider to other HE disciplines using selective internships in their programmes.

7.5 Limitations to my study

This research examined the perceptions of students and graduates at two UK HE institutions at a snapshot in time. Data were collected between November 2019 and July 2020. The two groups (students and graduates) therefore studied on the courses at different times. Time constraints meant I was unable to follow the same group of students through from enrolment on the courses to their graduate outcomes. A longitudinal study of this kind would have provided an understanding of how their perceptions of their education and professional identity may have developed over time.

My study was not intended to make a correlation between pedagogical models used in teaching journalism through practice and graduate outcomes. This field is vast and there are many factors which affect graduate destinations. The practice-based teaching of journalism I am looking at in my two cases is confined to modules within wider awards and do not define the whole course for all participants. While this study looks at students' and graduates' perceptions of learning to be and becoming a journalist, it must be acknowledged that some students join the courses interested in the study of journalism and do not intend to become journalists. This will ultimately affect their perceptions of their learning and their professional identity. I have reflected upon this more fully in Chapter 6: Discussion.

In addition, as I mentioned in Chapter 4 Methodology subsection 4.3.3, I did not ask participants in my study how they identified in relation to ethnicity or gender. It must be noted however, that participants will have internalised the notion of a White male as the normative representation of a journalist and the notion of professionalism associated with news produced by White journalists for a White audience (Alamo-Pastrana and Hoynes, 2018). This will have undoubtedly influenced the perceptions of my participants in relation to professional identity and a more diverse sample may have produced different results

7.5.1 Case study research

I have outlined in Chapter 4: Methodology the problems with case study. Case study has been criticised for its dependency on a single case exploration, difficulties in reaching a general conclusion (Yin, 2003; Tellis, 1997), casual determinism and bias (Creswell, 2014). While I have outlined that my findings cannot apply to all journalism courses in the UK, the insights and practical knowledge (Thomas 2011) it creates can be transferred to other journalism courses. There is a shared context with other BJTC accredited journalism courses in the UK and this contribution to knowledge will be useful to those who teach on them as well as the BJTC itself. Some of the findings may also be transferred to other practice-based disciplines.

7.5.2 Subjective interpretation

Interpretivist studies are concerned with perceptions of individuals and are based on the premise that there are multiple versions of reality. Subjectivity is inseparable from the context of the research (Croucher and Cronn Mills, 2015) and cannot be ignored in qualitative studies. This subjectivity applies to my interpretation of the data as well as the interpretations that participants apply to the phenomenon being studied. Decisions I made in recruiting my participants and designing my questions and focus groups ultimately affected the data I collected. In addition, my decisions regarding what was important to code and how to group these codes together to form themes were affected by my own subjectivity and what I considered to be important. I tried to minimise this by ensuring that the themes arose from my research questions and were recurrent and repeated (Owen, 1984). I decided that any code that addressed the research question and appeared five or more times in the data would become a theme. A different researcher could come to different conclusions with the same data depending on their own positionality and subjectivity.

7.5.3 Changes in course structure, leadership and policies

This research was conducted over a number of years during which there have been changes to the courses in leadership, structure and policies regarding placing material in the public domain. Data were collected in 2019 and 2020. Like all HE institutions, the journalism courses at University A and B are regularly reviewed and curriculum changed in line with feedback, university strategy and changing industry practices. As a result, not all graduates in the questionnaire had experienced the same modular structure and delivery as others in the same institution. This is inevitable and while

the modules may have changed or been revised over the years, the essence of the newsday and internship modules has remained consistent.

At University A there was also a change in leadership of the course during the years covered by the graduate questionnaire. I have indicated earlier in this research that I was the Programme Leader at University A until June 2019 and taught on a large proportion of the newsdays. In June 2019, I moved into a new role and others have taken over the leadership of the programme. Each person delivers newsdays using techniques pertaining on their own skillset. The integration of critical theory into newsday feedback was something that I valued but may not be given as much emphasis by colleagues since. Participants in University A focus group had experienced a number of different teachers on their newsdays. Similarly, there were changes in staffing at University B which will have impacted upon the delivery and emphasis of these days. While this is unavoidable and common practice in HE, it was considered when drawing conclusions from my data.

Graduate participants in the questionnaire completed their courses between 2014 and 2019. At University A there was a change in policy during this period regarding placing newsday material in the public domain, so some respondents had experienced this and others had not. Graduates were asked: If the newsday material was published in the public domain, how did that make you feel? While the findings cannot be generalised for the whole data set, their answers still provide valuable understanding in this area. Similarly, at University B changes were made to the newsday delivery during this timescale to allow internship students the option to join newsdays when on their week back in class to boost their radio journalism skills. This meant some graduates will have experienced this and others will not.

7.5.4 Pre-existing relationships

My pre-existing relationships at both institutions in my case study were discussed in detail in the ethics section of Chapter 4: Methodology. I saw my prior relationships as beneficial as it gave me insider knowledge. At University A, I knew the students as I was their former Programme Leader. This enabled me to easily establish a rapport with them in a "professional but not too formal" (Croucher and Cronn-Mills:158) way. However, I did not have the same relationship with interviewees at University B. I tried to adopt the "friendly but restrained" approach (Chapman and O'Neill, 2005:51) but the lack of a prior relationship meant I needed to work harder to create a rapport. This could also have affected the quality of responses I received to my questions.

Prior relationships will also have ultimately influenced the data collected in my focus group at University A. While I took great care to minimise a sense of coercion, there was still a risk that

students may have taken part to get in their lecturer's good books. There were occasions when I felt that one participant was saying things I wanted to hear. He knew that I was keen for students to write down their newsday feedback as I had taught him before. He made a point of mentioning how he wrote down his feedback and how his reflective diary would be better this year.

I am also aware that in both cases my intonation and responses to answers may have affirmed opinions or suggested that this was what I wanted to hear. Using words like "absolutely" made the respondent know what I was valuing and what I was looking for. While my friendly approach and pre-understanding was an advantage it can also be seen as affirming with them what I wanted to hear.

7.5.7 Focus group limitations

The newsday route focus group at University B had thirteen participants. This meant some students did not get a voice and others may have been simply agreeing with the "dominant talkers" (Krueger and Casey, 2009). My findings showed in the two smaller focus groups all of the participants referred to hands-on experience, whereas in the larger focus group it was eight participants. This may be a reflection on the size of the group meaning some participants did not contribute to this question. If I was to conduct this study again, I would ensure that the groups did not exceed eight participants in order to foster a more open and inclusive discussion (Kruger and Casey, 2009).

7.5.8 Questionnaire limitations

As I was concerned with participants' professional identity as a journalist and when this identity was formed the graduates in my study were handpicked. I used purposive sampling within each case to ensure that I targeted people who were working in journalism or a journalism-related job. I defined this as those working in traditional news based journalistic industries in television, radio, online and print mediums and also those working in documentary, film, public relations and marketing roles. A further study surveying a whole cohort of graduates (not just those who were working in journalism or journalism-related jobs) may be useful for understanding the development of professional identity.

The number of respondents for University B was small (n=12) compared to University A (n=37) and may reflect the fact that when invited to take part in the questionnaire by their course leader, they had no prior relationship or loyalty to the researcher. Those from University A, however, responded in greater numbers, quicker and often added friendly messages on LinkedIn when they had

completed it. The data contained in the responses from University B was rich, however, and should not be under-estimated.

7.6 Recommendations for further research

There has been much research into journalism education in the last 20 years. My study aims to provide an important contribution to this growing body of knowledge. There are many areas that can be explored further. The recommendations for further research I make, however, are based upon my findings, limitations in my research and areas I would like to further explore. They are:

- A larger scale study of experiential and situated learning in journalism on all the BJTC accredited courses in the UK may provide more insights and recommendations for educators.
- A longitudinal study to follow the same cohort through from enrolment on a journalism course to graduate outcomes.
- A study examining the perceptions of a broader range of graduates who pursued other careers. My study was limited to those who had gone into journalism or journalism related careers. A wider study of graduates would provide an understanding into the permanency of any professional identity developed on the course.
- Further studies may also be useful in examining how to reconcile differences in parity of experience within a cohort when some students are selected for an internship route and others are not.

7.7 Personal reflections

I started my initial research into practice-based learning in journalism education in 2015 with a notion that I needed to prove that what I was doing on the course I led was effective in teaching students to become journalists. This rather naïve assumption was soon dismantled as I began to conduct some early research in this area that formed the impetus for embarking on this professional doctorate in 2016. The ability to be able to step away from the classroom and examine in-depth the perceptions of students and graduates on two different routes of learning about journalism has enabled me to challenge my initial assumptions. In addition, this extended study allowed me to develop as a researcher.

My research looked at perceptions of students and graduates to their learning experiences and their development of professional identity. My own professional identity has changed somewhat during

this process too. When I started teaching journalism in 2008, I was reluctant to let go of the professional identity of being a journalist and would often describe myself as a 'hackademic'. I no longer use this term. When I started on the professional doctorate in 2016, I was the Programme Leader at University A. At the time I was also responsible for delivering a large proportion of the newsdays. I had developed a template to do this which aligned with what I understood to be Kolb's ELC and was convinced that this was the 'best' way to teach journalism through practice. I was committed to delivering a rich student experience that led to jobs in journalism. My identity at this time was firmly as 'teacher of journalism'.

As my studies developed, so did my career and I was promoted to the role of Associate Head of Department. This introduced to me to more strategic concerns within the wider HE landscape. I also managed a team of staff and, while I was still teaching, my identity at this time had become 'teacher/manager'. During this time, I started to challenge the way I had done things on newsdays and look outside the university at other models of delivering the same outcomes. My work with University B as external examiner introduced me to a different approach that, at the time, I felt aligned more closely with Lave and Wenger's Legitimate Peripheral Participation model. In 2019 I was promoted again, this time to a faculty role where I was responsible for embedding inclusivity and employability in the curriculum in all programmes. This gave me a broader breadth of understanding in relation to practice-based learning. The lessons I learnt in setting up practice-based learning in the journalism programmes were transferred in a wider context. Improving graduate outcomes was a key driver in the role and I developed a thorough understanding of the societal and strategic needs for students to go on to develop positive outcomes from their degree. This knowledge has undoubtedly impacted on my study. The research I conducted has also fed into my role.

My own experiences in teaching journalism, managing journalism courses and now as a director have undoubtedly shaped this study as much as this study has shaped my practice.

The ability to focus on something for a sustained amount of time has been both enjoyable and useful and has developed my research skills. Throughout this journey I have learnt as much about myself as I have about the phenomena I was researching. I have developed as a researcher as well as a teacher. I have grown in confidence as a researcher and have presented my work at conferences and in journal articles. I am not a 'hackademic', I am an academic who used to be a journalist. If I were a stick of rock now, I would have a number of words running through it which all contribute to my new professional identity as an academic leader and researcher.

7.8 Concluding remarks

Throughout this research journey my views on how to teach journalism through practice have changed and the assumptions I made when playing a key role in setting up the practice-based journalism course at University A have been challenged. I have discovered that there is no 'best' way of learning to be and becoming a journalist. The two cases I examined both have advantages and disadvantages but have both been successful in providing students with the skills and confidence to gain work in journalism or related industries. While my study does not make links between pedagogy and graduate outcomes, it does provide an insight into the perceptions of how journalism students and graduates learn and the formation of their professional identity as a journalist.

I identified the themes of hands-on learning, learning from mistakes, pride, repetition and reflection. Within those themes I provided original findings that make an important contribution to knowledge in this field. They are:

- Participants in both cases started their learning cycle with a stage of theoretical underpinning that was solidified in the active experimentation and concrete experience stages (Kolb, 2014; 1984).

- Broadcasting and publishing material in the public domain made participants at University B feel they learnt quicker than their newsday counterparts.

- Broadcasting and publishing material in the public domain contributed to creating a professional identity for participants in both cases.

- Participants felt they learnt more when they made mistakes but the fear of getting it wrong on assessed newsdays prohibited risk taking.

- A selective internship experience can cause divisions within the cohort and derision towards traditional newsday learning.

- The traditional "industry-centred model" (Mensing, 2010) of what it means to be a journalist was still prevalent among students on both routes.

- Creating a physical product on newsdays or the internship route produced the same sense of pride.

- Participants at University A had more understanding and appreciation of the role of critical reflection on their practice than those at University B.

I have identified areas for journalism educators to consider that arose from analysis of participants' responses and provide an understanding of the cases I examined through my own personal interpretative lens. I also make suggestions for journalism educators trying to create a balance

between exposure to the real world and ensuring a safe place to make mistakes and a positive student experience (Steel *et al.,* 2007). This research also offers a potential model of experiential learning for BJTC courses that embeds critical reflection within the newsday in order to create flexible and adaptable graduates in a rapidly changing world.

My hope is that the contribution to knowledge I have made will go some way to closing the gap that exists in this area and will be useful for journalism educators and others working on practice-based programmes when designing and running courses.

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Appendices
Appendix 1: BJTC Accreditation Requirements

ACCREDITATION REQUIREMENTS

Academic Year 2021/22

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ABOUT THE BJTC

The BJTC is a partnership of UK media employers and education providers with a shared goal of ensuring the highest professional standards of journalism training. Courses achieve this in different ways and training provision may vary in its content and structure in pursuit of innovation and distinction.

The BJTC is not a curriculum authority, nor is it an examination setting organisation. Regularly updated requirements reflecting industry needs are at the core of accredited BJTC courses and reviews by journalism and education experts ensure this remains so.

The priority and focus of the BJTC's accreditation process is on professional production and we offer our teaching partners expertise, support and industry backing while providing employers with talented journalists of the future.

BJTC accreditation ensures students complete courses capable of working in the production of online, multimedia and broadcast in the world of news, current affairs, features, documentaries and sports coverage.

SECTION ONE: THE ACCREDITATION PROCESS

1.1 Accreditation Reviews

BJTC Accreditation Reviews assesses the teaching and application of industry skills, course structure, facilities and equipment outlined in the *BJTC Accreditation Requirements (see Accreditation Review Process Appendix 2.)*

A review can be conducted by a BJTC panel on-site or remotely by video conference. The type of review to be scheduled will be determined by the *BJTC Accreditation and Journalism Board* and / or BJTC review panel leader.

A course can be subject to a *Remote Accreditation Review* if a period of less than three years has passed since the last on-site BJTC accreditation panel visit.

A course can be subject to an *On-Site Accreditation Review* if; three or more years have passed since the last on-site accreditation panel visit, a previous condition of accreditation related to facilities and / or the conduct of newsdays, a course has advisory status, was previously awarded first accreditation, or there has been a significant change to the course modules, facilities or course team.

The process is led by a panel of educators and industry representatives who will either remotely or in-person review the course by the inspection of course documents, submitted student work, observation of recorded or live newsdays and remote or on-site video discussions with the course team and student representatives.

Recommendations and conditions of accreditation from the *Accreditation Review* will pertain solely to the *BJTC Accreditation Requirements based* on industry guidance and practices. The panel will focus on:

- Course documentation
- Industry skills teaching
- Student performance demonstrated across a range of individual artefacts and corresponding feedback
- Newsdays and production activities, including tutors' feedback on production work
- Industry placement activities
- Voice and presentation coaching
- Assessments in media law, industry regulation and public administration

Course documentation must be provided two weeks before an *On-Site or Remote*

Accreditation Review is scheduled. The required information includes;

- A completed **BJTC Course Key Facts** form.
- **Course timetables**, all **module descriptors**, **module guides** and **course handbooks**.
- **Week by week module Teaching Guides** to indicate skills / subjects covered in all practical skills, law and public administration modules.
- **Assessment briefs** for all practical skills modules.
- **Remote Teaching Report -** a written summary of which elements of the course modules are taught remotely, indicating supporting teaching material, teaching methods and feedback.
- All current course **staff CVs**. CVs must detail previous industry, skills experience and dates of employment.
- **External examiners' reports** for the period covered since the previous visit.
- **A list of industry placement** destinations for all relevant students and/or **copies of submitted *Employability Portfolios***.
- **Links to or files of student work** including: audio, video, news bulletins, packages and online writing. The material should include examples for all academic levels and must be submitted **with clearly marked corresponding marking / feedback**.
- **URL links to or files of a minimum of three newsdays**. If the course provides multiplatform teaching, then a range of video, audio and online output is required.
- **Recordings of the morning news conferences and group feedback** corresponding with the supplied newsday recordings for review.
- An **overview of voice coaching** and copies of voice coaching timetables for all levels.
- A BJTC ***Promise of Performance*** as set out in the current accreditation requirements.
- A copy of the most recent **law examinations** with corresponding marking notes and answers.

- For the purpose of industry diversity initiatives outline the **ethnicity** of your current course cohort; WHITE English / Welsh/ Scottish / Northern Irish / British / Irish / Other; BLACK OR BLACK BRITISH Caribbean; BLACK OR BLACK BRITISH African; BLACK
  OR BLACK BRITISH Other; MIXED White & Black Caribbean; MIXED White & Black African; MIXED White & Asian; ASIAN Indian; ASIAN Pakistani; ASIAN Bangladeshi; CHINESE; ASIAN Other; ARAB.

At the beginning of the review the panel will meet with appropriate members of the team who are responsible for the delivery and able to answer questions about practical elements of the course including activities such as newsdays, voice coaching, the teaching of journalism skills, placements and law and industry regulation.

The panel will need to meet a representative cross section of students in private, to establish the degree of student satisfaction with their learning experience, including, if at all possible, the student representative for each year.

Accreditation Reviews should be carried out in as supportive an atmosphere as possible between both the visiting panel and course team. For both panel and course team, there should be an appreciation of the sensitivities involved for both parties. (*See Accreditation Review Protocol Appendix 2.*)

The Accreditation Panel will provide an *Accreditation Review* report. The course leader will be offered the opportunity to respond to any conditions of accreditation stated in the report. The report and response will be submitted to the *BJTC Journalism and Accreditation Board*. The board will determine the length of the accreditation period. The recommendation will be sent to the *BJTC Executive Board* for final ratification.

1.2 Advisory Reviews

When a course leader decides to proceed with an application for accreditation, a formal letter of agreement will be sent by the BJTC outlining the process, the commitments entered into by both parties, and the costs involved.

As part of the initial *Advisory Review* the institution will provide a Promise of Performance and other course documentation as set out in sections 1.2a) and 1.2b) below. The BJTC Company Secretary will pass all documentation to the accreditation team who will review the information provided and a team member will undertake a minimum of one advisory review to assess the course and its delivery. The team member will also produce at least one full report, which will include a digest of the paperwork provided. This will be submitted both to the course team and to the *BJTC Journalism and Accreditation Board*.

On the basis of this information the *BJTC Journalism and Accreditation Board* will decide whether to proceed to a first *On-Site Accreditation Review* or continue to consult with the course team as part of the advisory process.

1.2.a. Promise of Performance

Each course must have a Promise of Performance (detailed below) that will

- be the yardstick by which the BJTC will measure both course and student achievement; and
- act publicly as a statement of the course's principal features and distinctiveness

The Promise of Performance for each accredited course will be displayed on the BJTC's website, with a web-link to the education and training provider.

The Promise of Performance must include the following:

- The duration and academic status of the course (e.g. postgraduate, undergraduate, foundation, etc)
- The occupational goals of the course and how they will be met
- A course title which adequately conveys those occupational goals

[*In order for the BJTC to be able to effectively assess a course and the skills it provides, the focus of the course needs to be clear e.g. TV, radio, online, multimedia journalism etc*.]

The purpose of the Promise of Performance is to provide essential information to prospective students and employers and to assist the BJTC in its appraisal. It is also an opportunity for the course to identify its unique selling points in a competitive education and training marketplace.

The Promise of Performance allows for diversity in the occupational orientations of each course, as well as delivery and duration, subject to meeting the BJTC Requirements.

1.2.b. Other documentation

In addition to the Promise of Performance, the Accreditation panel will wish to see (where available during the advisory period) course documentation including;

- A completed **BJTC Course Key Facts** form.
- **Course timetables**, all **module descriptors**, **module guides** and **course handbooks**.
- **Assessment briefs** for all practical skills modules.
- All current course **staff CVs**. CVs must detail previous industry skills, experience and dates of employment.
- **External examiners' reports** for the period covered since the previous visit.
- An **overview of voice coaching** and copies of voice coaching timetables for all levels
- **Industry placement** information and destinations.
- A copy of the most recent **law examinations** with corresponding marking notes and answers.
- Information about **technical facilities**.

1.3   Verification Review

Where a course has been granted accreditation subject to conditions, the *Journalism and Accreditation Board* will expect a written indication of the steps to be taken within a jointly agreed timeframe. There will be a *Verification Review* to ensure that the steps agreed as a condition of accreditation have been taken and are having the desired effect.

A *Verification Review* will be either undertaken as a paper review, video conference or visit to the institution. If the conditions are dependent on clarification of course documentation the review can be carried out as part of a pre-arranged telephone or video conference meeting. However, if conditions include the delivery and implementation of practical teaching, industry practices, technology or facilities then the Verification Review can be an on-site visit by a BJTC representative to meet the course leader and see evidence that the condition/s have been met.

A *Verification Review* will consider the conditions relating to the previous Accreditation Review report and subsequent response from the course leader. A *Verification Review* will determine whether the condition/s have been met. This will be noted in the records the BJTC keeps. Following the *Verification Review* a short summary report will be sent to the course leader to confirm the original period of accreditation will continue.

If a condition is found to be unfulfilled or unsatisfactory the issue will be reported to the *BJTC Journalism and Accreditation Board*. The board will determine the appropriate next step, which can be to instigate a full *On-Site BJTC Accreditation Review* to consider accreditation status or recommend to the *BJTC Executive Board* that accreditation of the course should be removed.

1.4   Interim Accreditation Reviews

The *BJTC Journalism and Accreditation Board* may require an *Interim Accreditation Review* where circumstances arise which may have a potential impact on course delivery and standards, including but not limited to, the following:

- Where there are significant changes to course personnel, especially the appointment of a new course leader
- Where there are substantial changes in the delivery of a course
- When there is a significant change to the course's journalism objectives
- When there is a significant increase in course numbers as defined in Section 3.3
- When there have been significant changes in course equipment, accommodation and/or a move to new premises
- Where matters of concern have been sent to the BJTC for consideration
- The *BJTC Journalism and Accreditation Board receive* written notification of course changes from the course leader.

1.5   Accreditation Period

The accreditation period follows a three-year cycle but, where there are reservations, shorter periods of one or two years may be conferred. Once accreditation has been ratified by the *BJTC Executive Board*, the course will be granted accreditation for the stated period. This period will include a *Verification Review* if conditions have been attached. The course is entitled to assert accreditation status in its course publicity, and can expect the BJTC website to include its Promise of Performance plus a web link to the course or its institution.

1.6   Relegation

Where the institutional provision and/or student achievement of an accredited course gives cause for serious concern, the *BJTC Journalism and Accreditation Board* will explain in writing the BJTC's reservations and the action to be taken by the course providers. The board will expect a written reply indicating action to be taken within a jointly agreed timeframe. In the event that no remedial action is taken within the terms of the agreement the accreditation will be removed from the course.

Subsequent BJTC reviews will incur the appropriate fee (*See Annual Accreditation Fees Appendix 1*).

1.7   Termination of Accreditation

Accreditation can be terminated by the *BJTC Executive Board* if this is deemed the appropriate course of action.

1.8   Appealing

An institution may appeal against a decision by the BJTC to refuse to accredit a course or withdraw accreditation from a course. In the first instance a course leader or appropriate representative must contact the BJTC Company Secretary for advice on how to proceed inline with the BJTC Appeals and Complaints procedure by emailing sec@bjtc.org.uk (*See Complaints and Appeal Procedure Appendix 6*).

SECTION TWO: MINIMUM DELIVERY STANDARDS

All courses seeking accreditation must reach the following minimum standards of delivery:

2.1   Recruitment and Selection

The BJTC requires evidence of a robust selection process which may include an interview. The chosen method of selection must establish that a successful candidate has a range of the *other qualities* set out in the requirements below.

English

UK journalism requires good English. This embraces spelling, grammar and fluency. It is, therefore, essential that the candidate demonstrates a full command of spoken and written English. We recommend the use of specific tests of journalistic English at the point of selection, such as exercises in story writing and/or text reversioning.

Candidates for whom English is not their first language should be able to demonstrate high standards, at IELTS 7.5 or equivalent, in all four elements of reading, writing, speaking and listening.

Where this standard is not achieved, for either group, the BJTC will require evidence of remedial measures to be put in place.

Other qualities

Candidates should also be able to demonstrate no fewer than three of the following desirable qualities:

- Strong, broadcast voice qualities and a capacity to acquire presentation skills. Voice qualities should be assessed at the point of interview
- Good general knowledge, especially of current affairs and/or a specialist field of journalism
- Evidence of key skills such as team working, problem solving, flexibility, tenacity, lateral thinking, enthusiasm, willingness, initiative
- Basic competencies in keyboard skills and internet use for data searching and communication
- Basic skills in blogging, tweeting or another web-based narrative construction
- Prior relevant experience
- Knowledge of British and global media markets
- Knowledge of communities and an understanding of the importance of inclusivity.

Candidates should be advised that journalism employers, in selecting for employment or work experience, consistently favour those applicants who have a clean driving licence.

2.2 Facilities and Equipment

To ensure professionally adequate levels of skills acquisition all courses must replicate industry workflow. There must be:

- A computer-equipped newsroom providing individual access to a digital editing workstation for each student in the taught group
- The newsroom should have a dedicated telephone, TV / video and radio / audio receivers, a source of raw news feed, basic reference books, contact guides and printers free for student use
- Easy access to newspapers, online or in print, plus a library of specialist texts
- Easy access to relevant studio facilities, editing equipment and systems and sufficient portable audio and/or video recorders to meet student needs

- There must be a network that enables the workflow to closely reflect broadcast newsroom practice – students must be able to save work in the newsroom and access it from the studio without physically transporting work on memory sticks or discs
- Industry standard, networked text-writing software for editing, timing, organising and running news output
- A networked media server, either as hardware or cloud-based, to capture, manage and deliver content from anywhere to anywhere within the facilities used by students
- Where students are required to work remotely on practical skills, there should be access to editing software, video conferencing software, cloud or remote on-site media storage, web content management systems, text writing software, technical how-to-guides for hardware and software and any relevant group-based social applications for material submission and ideas curation

In addition, commensurate with the course's Promise of Performance, there must be:

Radio/Audio specific facilities:

- A studio comprising control room and/or control desk, with a newsroom providing audio recording, editing and playout systems; at least one portable recorder and microphone for each student in the taught group, plus individual access to one digital editing workstation for each student in the taught group.

TV/Video specific facilities:

- A multi-camera studio, or its digital equivalent, with gallery controls and adequate capacity to play in items, graphics, sound effects, captions etc and to provide autocue. There should be at least one portable camera for every three students in the taught group, for location shoots, plus at least one editing workstation for each student in the taught group.

Online / Mobile specific facilities:

- A range of workstations, with the capacity to inject multimedia content, edit pictures, access and populate a content management system (CMS), create graphics etc - at least one for each student in the taught group. Access to a minimum of one mobile communication device for every five students, enabled with recording and editing software.

2.3   Staffing

Journalism is an occupation subject to constant technical and organisational revision. It is therefore essential that the staff principally responsible for delivering journalism and technical skills should, on appointment, have a deep, professional understanding and relevant practical experience of current journalistic working practices, skills and technology within the field they are teaching. Staff should routinely upgrade and enhance their professional skills through experience in the workplace and additional training.

On any accredited course, the BJTC will expect to see contributions from journalists with current professional experience as guest editors, leaders of master classes or visiting lecturers.

In terms of tuition and instruction in practical skills, e.g. workshops, newsdays, production days, production exercises - the BJTC Board requires that accredited courses achieve a staff/student ratio of not more than 1:15 within the taught group. There must be a full-time staff presence to ensure that the full range of student, pastoral and professional needs are met. Sessional staff can make valuable contributions but should not be relied upon to satisfy such needs.

Courses must also have enough technical personnel to maintain equipment properly and promptly and to instruct and supervise students. Technical staff should regularly update their knowledge of current newsroom technology.

Any education and training provider considering an increase in cohort numbers not matched by pro rata increases in staffing, facilities or equipment must notify the BJTC of its intention. The Board will wish to ensure that any such change in student-to-staff ratios does not adversely affect training provision. There is an expectation that any increase in student numbers will be accompanied by a pro rata increase in staffing and teaching facilities. Experience indicates that where intensive practical and vocational work is involved the quality of teaching suffers if the staff student ratio exceeds 1:15.

2.4   External Examiners

The BJTC regards it as desirable that at least one External Examiner be appointed to the accredited course who has significant professional and/or academic expertise in radio/audio, television/video and/or online journalism.

2.5   Course components and structure

The course must demonstrate a content mix appropriate to the stated objectives in the Promise of Performance and consistent with industry practice, with any weighting of different components being similarly appropriate. Practical learning in the form of workshops, work experience and newsdays (*see description at Section 3.7*) must be a significant proportion of the whole.

2.6   Course commitments

Education and training providers must show commitment to practices conducive to equal opportunities and the health and safety of the staff and students.

SECTION THREE: ESSENTIAL ELEMENTS

3.1   Journalism Skills

Whether in a single medium or multimedia environment, successful journalism involves painting a picture and creating an atmosphere for the audience. At the heart of journalism is the ability to recognise, substantiate, verify and tell a good story within the standards framework established by

law, industry regulation and professional guidelines. The goal should be to produce a story which is simultaneously interesting and trustworthy.

- Origination and development of story ideas, drawing from a variety of sources, showing due sensitivity to what the audience might expect and recognition of the needs of a defined target audience
- Writing, subbing or reversioning copy for different news organisations, platforms and purposes. In particular, being able to write tight, explanatory headlines and clean, punchy copy is essential for the web and mobile phone applications
- Writing in a manner that is accurate, fair, simple, non-jargonised, succinct, informative and stimulating, recognising that it is more difficult to read on screen than on paper and that, for a global audience, English may not be the first language for all members of that audience
- Inclusive reporting which reflects and provides a voice to all sections of society recognising ethnicity, gender, gender identity, sexual orientation, age, religion, disability, cultures and social-economic backgrounds. Inclusive reporting should be at the centre of good journalism as it encourages journalists to understand their own biases and seeks to include all relevant voices accurately, fairly and in a balanced manner
- Compiling and working from the news diary and contributing to forward planning
- Developing personal contacts and compiling a contacts book, taking due account of the need for contributors from diverse backgrounds
Identifying and assessing the need to use anonymous informants, using such informants and, where necessary, protecting their anonymity through a variety of methods such as encryption

- Exploiting news sources such as raw news feeds, archive material, blogs, social media, user-generated content and wider online communities
- Complying with time limits of individual pieces and in bulletin construction, regardless of medium
- Newsgathering, researching, investigating and confirming the factual accuracy of material and sources*
- An awareness of copyright issues including the use of Creative Commons-licensed material. An awareness of the need for verification both of sources' identities and any statements of fact, particularly in breaking and live news situations
- Ensuring the compliance of stories and their treatment with legal/regulatory requirements, with in-house guidelines and with the ethical specifications entailed in professional codes of conduct (*See 3.2 and Acceptable journalism standards Appendix 3 and Guidance on Assessment of Law and Regulation Appendix 4)*
- Interviewing face-to-face, online video platforms, telephone or social media, in studio, on location, live and recorded including two-ways*
- Note-taking in a form which is contemporaneous, accurate, comprehensive and legible to scrutinising authorities
- Functioning as an individual journalist and as a member and leader of a team*
- Engaging with audiences and potential sources via social and other platforms
- Awareness of personal trauma, assessing and avoiding unnecessary risks online, in studio and location activities in the course of your work
- An understanding of the duty of care towards all contributors

Course providers and students must at all times observe health and safety, social distancing guidelines.

Instruction should be face-to-face and / or taught remotely via video conference. Where students are taught remotely, course providers should aim for the delivery mode that matches students' constraints and needs in acquiring the required level of academic knowledge and professional skills. This may include a blended approach to both face-to-face initial skills teaching followed by online, remote teaching and application. Remote teaching should be supported by video conference tutorials, online-teaching resources, technical instruction guides and the ability to upload work.

3.2   Journalism Standards: Law, Ethics and Regulation

A journalist operating in the UK must have a thorough knowledge of, and, the ability to operate within the context of, both all the UK's legal systems as this affects newsgathering and publication, and, of all the contemporary ethical and regulatory constraints relevant to the performance of journalism.

Law tuition should focus on the judicial systems within each nation (pertinent to the geographical location of each course) and the journalist's rights and responsibilities within these systems. Where appropriate, due comparison should be made with the systems in use across the UK. Contingent with course requirements, it may also be advisable to have some reference to the legal requirements of the Irish Republic.

The BJTC will expect to see evidence of students attending and reporting on cases from the courts. For clarity, in England and Wales evidence is required of attendance and reporting from Magistrates', Crown and Coroner's courts. In Scotland, evidence is required of attendance and reporting from Justice of the Peace courts, Sheriff and High courts, as well as evidence of an understanding of the workings of the Court of Session and Fatal Accident Inquiries.

Students need to appreciate how the law and legal process affects newsgathering and publication for audio and audio-visual, and online media, and be aware that legal precedents established in online practice are now having an impact on journalism practice more generally.

Students should reflect on the principles of democracy, freedom of the press, freedom of information, data protection, information security and the public interest as these inform British broadcast regulation. It is essential that each student can recognise and apply the prevailing in-house codes of conduct and programme guidelines of the principal UK broadcasters and producers. (*See Guidance on Assessment of Law and Regulation Appendix*

4)

Consideration should be given to the contribution of government, the broadcasters, Ofcom, the National Union of Journalists and other bodies, to the formulation of regulatory criteria and guidelines. Students should be able to reflect critically on these frameworks in terms of their relationship to the journalist's social and moral responsibilities.

Adequate face-to-face or remote tuition in all of these aspects is essential and the tutors responsible must be fully cognisant with the particularities of media law, regulation and ethics. By the culmination of their course, students should be able to demonstrate, under examination (either on-site or online) and in their working practices, that they can comply with these frameworks *and have passed all media law examinations.* Law and Regulation examinations should test the students' understanding within the context of the practical application of journalism *(see Appendix 4 for a guide to law and regulatory exams and tests).* Experience shows that for students to achieve this level of competence in media law and regulation, tuition needs to be repeated, refreshed and pressed home throughout the course. That is, an initial period of intensive study should be reinforced by constant tutor attention to compliance issues found in student artefact production. In addition, towards the culmination of the course, students should experience at least one session which refreshes and updates legal and regulatory matters. Bearing in mind that employers cannot support legally or regulatorily incompetent journalists, examination in media law and regulation needs to be rigorous.

It is expected that the law curriculum will, as a minimum, cover:

- Criminal and civil law & court structures
- Court reporting including contempt of court, magistrates, crown courts, juveniles, sex offences, inquests and civil courts
- Journalists' rights, grounds for challenging court orders and law on sources
  Defamation

- Privacy
- Copyright
- Freedom of Information
- Election law
- Relevant terrorism legislation
- Relevant legislation on racial and religious hatred
- Data Protection and Confidentiality

It is expected that the regulation curriculum will, as a minimum, cover:

- The different nature, powers & limitations of the regulatory bodies
- Ofcom Broadcasting Code: particularly the sections on Under 18s, Harm & Offence, Crime, Religion, Due Impartiality & Due Accuracy, Elections & Referendums, Fairness and Privacy
- The provisions of IPSO's Editors' Code of Practice
- The provisions of IMPRESS's Editors' Code of Practice
- *It is strongly recommended that students are also shown the Samaritans' detailed guidance on best practice for media coverage of suicides*

3.3 Journalism Knowledge: Public Administration

Journalists need to know how to access and disseminate information from all levels of governance in the UK.

Public Administration tuition should as a minimum cover the workings of:

- The UK Government & Parliament
- The devolved institutions of Scotland, Wales & Northern Ireland
- Local government
- Elections & political parties
- The structures of power of the key public services: the NHS, emergency services and schools, including those of the relevant standards and complaints bodies.

Students should be able to demonstrate an engagement with those structures which are pertinent to their newsgathering activities. Students need to understand how to use those structures in the pursuit of stories, how to contact those in positions of power and how to access and use official documents as part of their reporting.

BJTC panels will expect to see evidence of students attending and reporting public meetings of relevant public sector bodies and community or pressure groups, with a clear focus on strong storytelling techniques. Course providers and students must observe health and safety guidance in line with the current national government guidelines. Students should have significant scope for critical reflection on contemporary political issues, values and perceptions, such as national-identity, citizenship, cultural inclusivity, and the role of the media in such matters.

(See *Guidance on Teaching and Assessment of Public Administration Appendix 5* for examples of good practice in the teaching of Public Administration in news and sport.)

3.4 Journalism Knowledge: Specialised Domains of Coverage

Where the course is geared to training students to work in a specific domain (e.g. sports, business, arts, motoring), the students must acquire a full working knowledge of those organisations, individuals, events, issues and regulation that characterise the domain. This knowledge should also be applied to spotting and preparing stories and should be reflected in the development of a specialised contacts book. Language, writing and presentation styles should be developed which match or improve on contemporary industry practice for the domain.

The journalism speciality must figure strongly in the form and content of course assessment. But the overall course framework, while specialised, must nonetheless also teach generic journalism skills and knowledge to a high level.

3.5 Voice Training

Journalism occupations in the broadcast and online environments require excellent speaking abilities. Accordingly, the Council requires that all accredited courses include the development of the voice to an acceptable broadcast standard.

Every student must have a minimum of 2 hours vocal tuition per year, with an experienced voice trainer or broadcaster.

An initial group practical session of up to an hour can be held, covering general voice skills and techniques. This must be followed by individual or small group coaching sessions numbering a maximum of three students. Training and coaching can be either in person or via video conference. Each student must be able to discuss, practise and apply voice skills with an experienced voice trainer or broadcaster.

Tuition should include guidance on breathing, posture, articulation, enunciation and conversational style, as well as attention to the differences in vocal delivery associated with different types of presentation.

3.6   Key Technical Skills

Instruction should be face-to-face and / or remotely taught via video conferencing, online tutorials and detailed how-to-guides such that students can demonstrate high levels of technical competence in:

- Recording visual and audio material
- Managing lighting levels, clear focussing and professional composition of images in the filming of original material
- Editing material at the desktop and on mobile devices
  Managing sound clarity and relative levels with appropriate acoustics when on location
- Writing to pictures, and managing any visual images which accompany or substitute for text
- Constructing an audio, audio-visual or multimedia narrative appropriate to the story and platform
- The basics of shooting TV/video and radio/audio on a mobile device
- Undertaking pre-production planning e.g. scripting and timing contents of a news item, bulletin and/or magazine programme
- Adding metadata and tags to the filed story according to local conventions
- Transmitting material back to the newsroom via Wi-Fi, 4G, file transfer protocols (FTP) and similar technologies, in industry-standard formats
- Undertaking post-production modifications, reworking and reversioning of material
- All journalists should have an understanding of how to find and track sources and stories on social media, optimise content for social media platforms (including the use of photos, radio/audio and TV/video), and measure the effectiveness of their work using social media analytics
- Journalists should be able to write for the web and use content management systems with an understanding of appropriate search engine optimisation (SEO) techniques and analytics tools
- Journalists should have a basic understanding of how numbers are used and abused in order to accurately report figures and check the veracity of statements made by public figures. Some of this requires numeracy and confidence (is £1bn that much to spend on 25m households?) and some requires professional training. Courses should cover some of the most widely used and most accessible statistical concepts so that students are not

intimidated to ask journalistic questions by the presence of unfamiliar jargon and so that they know when to (and where to) turn for help.
- Industry recognised standards in using social media as a newsgathering and dissemination tool
- The principles and aesthetics of web page design and construction
- The capture and integration of stills, TV/video, graphics and radio/audio so as to improve the telling of the story and the design of the page

Where students are taught remotely, course providers should aim for the delivery mode that matches students' constraints and needs in acquiring the required level of professional practical skills. This may include a blended approach to both face-to-face initial skills teaching followed by online, remote teaching.

3.7 Newsdays

Each student must be given the opportunity to acquire and enhance his/her technical skills in a variety of roles, both in an individual capacity and as a member of a team, in the context of practical workshops. The completion of risk assessment forms must be the norm for practical activities undertaken by students independently of a staff supervisory presence.

In addition to workshops there must be editorial, reporting and presentation contributions to the team production of news. To replicate industry practice these should include a range of consecutive newsdays. These should produce daily production outcomes consistent with the particular medium or media, followed by constructive on-the-day feedback.

Each newsday must be a minimum of six hours and timetabled exclusively for the purposes of industry-like practical activities associated with the production output. In recognition of the diversity of contemporary forms of journalism, the BJTC recognises a range of different newsdays which are course appropriate:

a) a newsday of radio/television/online news appropriate to daily broadcasts. This should be student-led, to include an initial group planning meeting and tutors providing robust but constructive feedback, with hourly bulletins and/or a longer form magazine programme

b) a remote / virtual newsday, to include a video conference editorial meeting, ideas sharing via an online application and the submission, to a defined deadline, of items or articles for broadcast or online publication. Final output can be studio based or web publication, supported by a smaller newsroom-based production team if required. The days must be student led, featuring a range of rotating of editorial roles

c) a newsday supporting an online website(s), e.g. *BBC News Online* or *Telegraph Online* to include an initial group planning meeting leading to regular, continuous online output, with students producing stories and features with written/audio/video/graphics content/social media, appropriate for an external audience

d) a production day to include an initial group planning meeting, the research/setup/interview/pre-film & pre-record completed within the confines of the day and ready for output

There must be a minimum of 15 newsdays for each of the final two years of any programme. No fewer than 10 of these newsdays for each academic year should fall into category a) and/or b) above. During the academic year prior to the final two years students should have ample workshop opportunity to acquire skills and knowledge in all the various elements of a newsday.

A newsday or production day involves the following elements:

- students in charge and running the newsday, with tutors acting as executive editors and providing feedback in a safe learning environment
- a news prospects meeting, plus the establishment of the day's agenda and arrangements for story and bulletin updating as appropriate to the transmission cycle • decisions made as to the preferred mode of reporting and presenting of each story
- clear assignment of stories to named individuals, and clear editorial management arrangements also involving named individuals
- good stories which show students have gone outside the university campus and immediate surrounds
- an absence of "student" stories unless they pertain to an issue likely to be covered by regional/local professional news media
- high quality writing to pictures; high quality audio in voice-overs, interviews, and any sound effects
- applied knowledge of media law and regulation such that there are no compliance breaches
- time-managed pieces of individual or group storytelling, such that time limits are honoured regardless of medium - including online
- inclusive newsgathering, which recognises and values stories, experts and lived experience from across the UK's population, reflects ethnicity, gender, gender identity, sexual orientation, age, religion, disability, cultures and social-economic background

It is necessary to teach remote working skills in the context of a newsday such as video conference interviews, live video streaming, liaising with the editorial team electronically and sharing material in a collaborative, remote manner.

3.8   Employability and Industry Placements during Covid19 – 20212022

The BJTC requires all students to undertake industry placements (on-site or remote) with professional media organisations, abiding by the Government's safety guidelines. These must number 15 days across the duration of the course.

While on placements students must be supervised by people with appropriate, relevant industry experience. Where a student is working remotely and submitting content or work, the placement provider is encouraged to issue the student with a written structure of the working day and duties. Regular feedback should be given by the placement provider via social apps, telephone, email or video conference during the placement period.

Where it is not possible to complete the required number of placement days, due to the impact of COVID-19, students must demonstrate engagement with employers in the submission of an assessed

Employability Portfolio for assessment. Time taken for this work should be equivalent to that required for the placement.

Engagement with employers can take a number of forms which include, but isn't restricted to, the following:

- Establishing industry contacts for mentor relationships or ongoing communication.
- Seeking feedback on journalism course work / newsday contributions from an industry mentor or professional
- Applications for journalism jobs.
- Contact with industry editors with potential stories, and any published / broadcast items.
- Interviewing industry employers about their organisation and careers advice.
- Critical reflection on feedback from mock / real interviews.
- Telephone or online video interviews with professional broadcasters or writers about essential skills.
- An analysis of previous voluntary or paid media work.
- Examples of work accomplished as part of student broadcasting or publishing.
- Carrying out fewer than 10 days of work experience.

Where the *Employability Portfolio* is chosen as the means of assessment, students must submit evidence of a minimum of four different elements of industry engagement.

Work placement provider feedback should still be collected whether for the full placement or portfolio options.

In addition, courses should include sessions on key matters of employability, such as job interview skills, pitching stories and programme ideas to commissioners, and living and operating as a freelance. Other aspects which could usefully be dealt with include ascertaining appropriate rates for work, contracts and copyright, invoicing, book-keeping, managing income, an understanding of relevant Government income support schemes, tax liability and getting registered for VAT.

The BJTC requires accredited courses to keep records that provide evidence that all students in the cohort have completed the required number of placements and / or submitted an *Employability Portfolio*.

Work placement or experience with a community radio or local television station which is substantially owned and / or operated by the institution providing the accredited course will count for inclusion.

3.9 A Masters in Journalism

The BJTC will only grant accreditation specifically to a Masters programme where the MA module takes a production-based form.

The artefact must be a substantial news project demonstrating high journalism skills and high technical proficiency. It should be produced to a broadcast standard as judged by examiners of relevant professional experience in line with the definition outlined in *Acceptable Journalism Standards Appendix 3.*

SECTION FOUR: ASSESSMENT REQUIREMENTS

Accreditation will at all times remain conditional on proof that the course is enabling students to reach and demonstrate high levels of competence in the application of journalism skills and knowledge. The Board's measure of high levels of competence is informed by professional rather than academic norms.

Course providers need to be aware that, to ensure that professional standards are met, the BJTC will not accredit any course where the institution automatically compensates or condones failed essential elements, such as media law.

If the structure of the course embraces a foreign placement in Year Two, the BJTC will seek evidence that the student does not thereby compromise acquisition of the skills and knowledge entailed in Year Two of their BA programme.

In determining the adequacy of student performance the BJTC employs the concept of "acceptable broadcast standards" (*See Acceptable Journalism Standards Appendix 3*).

APPENDIX 1: ANNUAL ACCREDITATION FEES

As part of an accreditation review the BJTC panel will agree the level of students attending each course. This number is set by the level of staff resources and facilities to support the course.

As part of an Accreditation Review, the panel will formally agree the number of students with the course team, based on what they find. From this, the course will be placed in the appropriate band. Additional courses at the same institution have a discount of £100 per additional course.

POST GRADUATE BANDS

Student Numbers	0 to 10	11 to 20	21 to 30	31 to 40	41 to 50	51 to 60	61 to 70
PG O to 10	£875						
PG 11 to 20		£1,080					
PG 21 to 30			£1,290				
PG 31 to 40				£1,500			
PG 41 to 50					£1,700		
PG 51 to 60						£1,900	
PG 61 to 70							£2,110

UNDERGRADUATE BANDS

Student Numbers	0 to 30	31 to 60	61 to 90	91 to 120	121 to 150	151 to 180	181 to 210	211 to 240	241 +

UG 0 to 30	£875
UG 31 to 60	£1,080
UC 61 to 90	£1,290
UG 91 to 120	£1,500
UG 121 to 150	£1,700
UG 151 to 180	£1,900
UG 181 to 210	£2,110
UG 210 to 240	£2,310
UG 241 +	£2,525

Courses going through the Advisory Consultation Process will be placed in the lowest band. This fee will cover consultancies with our Chief Executive Officer throughout the year.

Accreditation Review Fees

A Full Accreditation Review will be charged at £995.
The definition of Full Accreditation Review is an assessment of all the required course documentation by a panel, submission of a comprehensive review report and the awarding, renewal or withdrawal of accreditation.

A Verification Review will be charged at £550 for a visit or £385 for phone/online review A Verification Review is defined as a discussion to assess the completion of conditions of accreditation and confirmation of a continued accreditation period.

Interim Reviews will be charged at £650.
An Interim Review is defined as a review of course documentation, a review with a panel of one or two and a short summary review report. Please note that when more than one course is reviewed at the same time but not necessarily on the same day, **£650** will be charged for each subsequent course reviewed.

Advisory Consultation Reviews will be charged at £800.
An Advisory Consultation review is defined as a review by a BJTC representative and the writing of a short summary report. If it is deemed useful to have a larger panel or full report written, then a fee of **£995** will be charged.

Notes

1. Additionally, a course accredited for 1 year at first review must also pay the annual accreditation fee pro rata for the remainder of the year.
2. There will be a second accreditation review one year after the first. After that review the course will be periodically reviewed – as required and outlined during previous reviews. These reviews will be charged at £995.
3. It is sometimes necessary to review a course before the expiration of accreditation. This is referred to as an "interim" review. In this instance a fee of £650 will be charged to cover additional costs incurred.

APPENDIX 2: BJTC ACCREDITATION REVIEW PROCESS

The *BJTC Accreditation Process* assesses the teaching and application of industry skills, course structure, facilities and equipment outlined in the *BJTC Accreditation Requirements*. BJTC *Accreditation Reviews* can take the form of an on-site panel visit or remote panel assessment.

The three-stage process is led by a panel of educators and industry representatives who will either remotely or in-person review the course. Any panel recommendations or conditions from the *Accreditation Review* will pertain solely to the *BJTC Accreditation Requirements based* on industry guidance and practice.

A BJTC accreditation panel will focus on a range of elements including, but not limited to;

- Course documents
- Industry skills teaching
- Student performance and outcomes (demonstrated across a range of recorded individual artefacts and corresponding feedback)
- Newsdays and production activities, including lecturers' feedback
- Industry placement activities
- Voice and presentation coaching
- Assessments in media law, industry regulation and public administration

On-Site Panel Reviews and Remote Panel Reviews

A course can be subject to a *Remote Accreditation Review* if a period of less than three years has passed since the last on-site BJTC accreditation panel visit.

A course can be subject to an *On-Site Accreditation Review* if; three or more years have passed since the last on-site BJTC panel accreditation visit, a previous condition of accreditation related to facilities and / or the conduct of newsdays, a course has advisory status, was previously awarded first accreditation, or there has been a significant change to the course modules, facilities or course team.

Stage One – Course Document and Content Review

The **first stage** is an examination of the course documents required as part of our accreditation criteria and also internal documents relating to the course. These include; **module / unit descriptors, assessment briefs**, **course handbook** and a **comprehensive list of technical infrastructure and equipment.**

A *Course Key Facts Form* is also completed by the course provider. The form is completed in advance allowing the panel to focus on any particular issues of interest.

The required information also includes;

Student Work

Links to / or items of student work must be submitted two weeks in advance of a scheduled review. The work should include; audio, video, new bulletins, packages, online writing. The material should include examples for all academic levels and **must** be submitted with clearly marked corresponding marking / feedback.

Newsday Recordings

The course leader will provide the panel in advance with examples of a minimum of three newsdays. Links must be to newsdays undertaken most recently or in the past academic year. If the course

includes multiplatform teaching then a range of video, audio and online output is required. Corresponding recordings of editorial meetings and on-the-day feedback for the newsdays must also be submitted. Newsdays without feedback, or feedback without associated newsdays will not give a panel the information needed to fully understand the newsday process.

Law Examinations

Examples of the most recent law examinations must be provided with corresponding answer / marking guides.

Other Required Documents and Information

- A list of **industry placement destinations** for all relevant students and/or copies of submitted Employability Portfolios
- An **overview of voice coaching** and copies of voice coaching timetables for all levels
- A **BJTC Promise of Performance** as set out in the current accreditation requirements.
- For the purpose of **industry diversity** initiatives outline the ethnicity of your current course cohort; WHITE English / Welsh/ Scottish / Northern Irish / British / Irish / Other; BLACK OR BLACK BRITISH Caribbean; BLACK OR BLACK BRITISH African; BLACK
  OR BLACK BRITISH Other; MIXED White & Black Caribbean; MIXED White & Black

  African; MIXED White & Asian; ASIAN Indian; ASIAN Pakistani; ASIAN Bangladeshi; CHINESE; ASIAN Other; ARAB

The documents and student work are reviewed by the BJTC panel before *Stage Two* of the process – a scheduled video conference meeting with the course team or an on-site visit.

The information and documents must be submitted two weeks before stage two of the process to ensure the BJTC panel has sufficient time to properly assess the course elements. During the panel assessment there may be further requests for information or evidence of some of the particulars of how the course operates.

Stage Two – Meeting the course team, students and newsday review

The **second stage** includes on-site or video conference meetings between the BJTC panel, the course team and students on an agreed date.

After a private discussion between the panel members, the first meeting is with the course team. This will be up to two hours and hosted by the BJTC if by video conference or in a private meeting room if on-site. The meeting should include the course leader, team members who teach writing and broadcast skills, a law lecturer and a technician.

After the meeting with the course team a private discussion will be held between the BJTC panel and student representatives. The meeting will be up to an hour and hosted by the BJTC if by video conference or in a private meeting room if on-site. The meeting should include two representatives from each year group, or in the case of post graduate courses a minimum of four students.

A final meeting will be held between the BJTC panel and the course leader hosted by the BJTC if by video conference or in a private meeting room if on-site. The discussion will be up to 30 minutes and include any relevant recommendations and required conditions of accreditation.

Stage Three – Accreditation report and review by the Journalism and Accreditation Board The **third stage** includes a written panel report summarising the course content and assessing the compliance with the *BJTC Accreditation Requirements*. A copy of the report will be sent to the course leader who

will be asked to respond to any required conditions of accreditation. The response must detail the plan to meet the condition/s and timeframe.

The *BJTC's Journalism and Accreditation Board* will review the findings, panel recommendations and response of the course leader. Further information may be required at this stage. Once all the information is collated the board will make an adjudication on the status of accreditation to be ratified by the *BJTC Executive Board*. The course leader will be informed of the outcome and a certificate of accreditation will be issued.

Timetable for a Remote Panel Accreditation Review

The BJTC panel will have an initial private conference call discussion prior to the meeting with the course team. This is to discuss the course documents circulated to the panel in advance. The panel reflect on the student work, identify elements of the course they wish to understand further and any other matters of interest.

After this initial discussion the BJTC panel will pause ahead of the scheduled meeting with the course leader and team. The meeting will be hosted by the BJTC. The purpose of the conference meeting is to discuss with the course team how the course is progressing, developments and issues the panel requires further clarification on. The meeting will be scheduled for up to two-hours.

In the afternoon the BJTC panel will have a private video conference with a representative group of students from the course.

There will be a final video conference with the course leader and any other relevant members of staff to summarise the day and outline any of the points which will be included in the formal accreditation report and the way forward.

Schedule for Remote Accreditation Review Days

10.00am - Private video conference between BJTC Panel members only - hosted by BJTC

11.00am - Panel and Course Team video conference – hosted by BJTC (a link will be sent to the course leader for distribution to staff)

1pm – Panel break

1.30pm - Private video Conference between BJTC Panel members only - hosted by BJTC

1.45pm - Private video conference between BJTC Panel and student representatives – hosted by BJTC (a link will be sent to the course leader who will send the details to participating students)

2.45pm - Private video Conference between BJTC Panel members only - hosted by BJTC

3.15pm - Summary video conference meeting with course team (a link will be sent to the course leader for distribution to staff)

3.45pm - Day concludes

Timetable for an On-Site Panel Accreditation Review

The visiting panel arrive at the beginning of the day and are welcomed by the course / programme leader. It is helpful if a "base room" is allocated for the panel to use for discussions and larger meetings throughout the day.

It is important the panel visit takes place on a day when the students are engaged on a newsday or in some form of collective newsgathering and production exercise, so that they can be observed in a professional practice context when feedback and guidance is offered by the course team.

Observation of students taking part in newsgathering and production activities is an important part of an on-site visit.

Morning Newsday Meeting

The panel begin their day by observing any morning editorial / programme meeting held between lecturers and students to organise and set-up the output of the newsday.

Panel Meeting

Following the newsday meeting the panel will gather for a short private meeting among themselves in their base room. This is to discuss the documents sent in advance. The advisors will identify particular parts of the course they wish to understand further, practical production they would like to see underway and student course work they would like to review.

Panel Meeting with Course Team

After this initial discussion the course leader and team are invited to join the advisors to discuss how the course is progressing. Course leaders are welcome to bring as many people to this meeting as they wish. The purpose is to hear first-hand any course developments, new initiatives and to discuss any areas the panel require further clarification. This meeting usually takes about two hours.

Tour of Facilities

During the day the panel will be given a tour of the facilities used by students. This should include the newsroom area, edit facilities, gallery and studios.

Informal Team Lunch

Lunchtime is an informal networking opportunity for the visiting panel members to talk with the course team, share news about the BJTC and offer advice on best practice elsewhere. Often other members of the faculty join the gathering in order for the BJTC to meet those who support the course from elsewhere in the institution.

Meeting with Students

The visiting panel meet privately with a representative group of students from the course during the afternoon. In the case of undergraduate programmes it is helpful to meet two representatives of all three academic levels. In the case of single cohort courses, it is helpful to meet a minimum of four students. This is a very important part of the day as it is an opportunity for students to share their experiences of the course and the delivery of the modules. The meeting should be scheduled for one hour.

Observing the Newsday Output

Towards the end of the day the panel will observe the outcome of the newsday activities - this could be a TV or radio bulletin or if an online newsday a short presentation of the content on the website by the news team. This presentation will show written stories and gathered multimedia content. If the day has been a multiplatform newsday the panel will expect to see elements from each of the platforms.

The panel will also observe any feedback session at the end of the newsday between students and their lecturers.

Summary Meeting with Course Team

At the conclusion of the activities the panel will meet with the course leader (and any others who are invited by the course leader) to a short summary presented by the panel. The panel leader will outline any conditions of future accreditation to be noted in the *BJTC Accreditation Report*.

Schedule for On-Site Accreditation Review Panel Days

The agenda will be agreed by the panel leader and course leader prior to the day of the visit. Below is a suggested agenda - but it can be changed to allow the panel to observe and talk to those involved in accordance with the structure of the day.

0900am - Panel arrive / observe newsday editorial meeting (arrival can be earlier to accommodate the panel attendance of the morning newsday meeting – please advise)

0945am - Private panel meeting

1015am-1215pm - Meeting with course leader and key course team

1215pm-1pm - Tour of broadcast and production facilities

1pm - Network lunch with course team

1.45pm - Private Q&A session with students

2.45pm - Panel meet in private

3.15pm - Observe newsroom/production activities such news bulletins / Observe newsday outcomes

4.30pm/5pm - Panel and Course Leader Summary Meeting

Frequently Asked Questions

What happens after the review of documents and discussions with the course team and students?

An *Accreditation Review* report is written based on the findings of the panel. A provisional copy is sent to the course leader who is required to respond to each of the conditions (where applicable). The panel report and the corresponding course leader response is submitted to the BJTC Journalism and Accreditation board for members to consider a period of industry accreditation.
This board is made up of industry professionals and the academic representatives of the BJTC who are elected by the council – which is made up of all BJTC course leaders.

The board will ensure the recommendations and conditions are consistent with other courses, BJTC guidelines and meet the required industry standards.

Their recommendations are then taken to the BJTC Executive Board for final ratification. Once ratified by the Executive Board a certificate of accreditation will be issued.

How long is accreditation awarded?
Accreditation is awarded for a period of between one and three years. The length of accreditation directly relates to the findings and outcome of an Accreditation Review. Sometimes a period of accreditation is awarded on the condition of an interim visit at an agreed point in the period of accreditation. An interim visit can also make further recommendations to the BJTC Journalism and Accreditation Board if appropriate.

The documents needed for the Remote Accreditation Review

Documents for a BJTC Remote Accreditation Review should be sent by a course leader at least two weeks prior to the panel video conference with the team. These can be delivered electronically or via Dropbox or other forms of virtual cloud storage. The course documentation required is;

- A completed **BJTC Course Key Facts Form**
- **Course timetables**, all **module descriptors**, **module guides** and **course handbooks**.
- **Week by week module Teaching Guides** to indicate skills / subjects covered in all practical skills, law and public administration modules.
- **Assessment briefs** for all practical skills modules.

- **Week by week module Teaching Guides** to indicate skills / subjects covered in all practical skills, law and public administration modules.
- **Remote Teaching Report -** a written summary of which elements of the course modules are taught remotely, indicating supporting teaching material, teaching methods and feedback.
- All current course **staff CVs**. CVs must detail previous industry skills, experience and dates of employment.
- **External examiners' reports** for the period covered since the previous visit.
- **A list of industry placement** destinations for all relevant students and/or **copies of submitted *Employability Portfolios***.
- **Links to or files of student work** including: audio, video, news bulletins, packages and online writing. The material should include examples for all academic levels and must be submitted **with clearly marked corresponding marking / feedback**.
- **URL links to or files of a minimum of three newsdays.** If the course provides multiplatform teaching then a range of video, audio and online output is required.
- **Recordings of the morning news conferences and group feedback** corresponding with the supplied newsday recordings for review.
- An **overview of voice coaching** and copies of voice coaching timetables for all levels •   A BJTC *Promise of Performance* as set out in the current accreditation requirements.
- A copy of the most recent **law examinations** with corresponding marking notes and answers.
- For the purpose of industry diversity initiatives outline the **ethnicity** of your current course cohort; WHITE English / Welsh/ Scottish / Northern Irish / British / Irish / Other; BLACK OR BLACK BRITISH Caribbean; BLACK OR BLACK BRITISH African; BLACK

  OR BLACK BRITISH Other; MIXED White & Black Caribbean; MIXED White & Black African; MIXED White & Asian; ASIAN Indian; ASIAN Pakistani; ASIAN Bangladeshi; CHINESE; ASIAN Other; ARAB.

Accreditation Review Protocol

An accreditation review should be carried out in as supportive an atmosphere as possible.

For both the panel and course team, there should be an appreciation of the sensitivities involved for both parties, as well as an understanding that recommendations and conditions resulting from the review will pertain solely to the Accreditation Requirements.

A list of material and documents required by the Accreditation Review panel will be provided. These should be sent to the Accreditation Review panel at least two weeks prior to the date of the review. Normally an agenda will be set and agreed by both parties beforehand.

Accreditation status and any recommendation or condition made by an Accreditation Review panel and accreditation status are subject to the ratification by the BJTC Journalism and Accreditation Board.

For a successful review it is important that both sides are clear as to the following:

- *On the day, panel members will observe students at work and ask questions, but refrain from openly offering any view or opinion on that work unless expressly requested to do so by the course team. Such views or opinions that the panel might have may be expressed during a private dialogue with the course team.*

- *Due to the sensitivities of conducting an accreditation review, all details and discussions are treated confidentially. The Review Panel will make no comment using social media about the review, nor would they expect the course team or students to do so.*

- *Closed sessions with students are conducted on the basis of Chatham House Rules. Any comments will remain unattributable and the Panel would not expect students to break this anonymity by recording what is said in any way.*

- *If issues arise which prevent or disrupt the normal process of the accreditation review the panel leader will address them privately at the first opportunity in order to resolve the issues. If a resolution cannot be found on the day, a review may be adjourned and further discussions will be undertaken in order to resolve all issues before reconvening and concluding the accreditation process.*

- *It is the role of the Accreditation Review panel to make comments and observations pertaining to the BJTC Requirements. An accreditation review is an opportunity to share best academic and industry practice and the needs of employers. This sharing of knowledge is discretionary and offered in the context of the BJTC Requirements. During the review, there will be the possibility of a broader discussion about journalism and training development, should the course team or panel require it*

APPENDIX 3 ACCEPTABLE JOURNALISM STANDARDS

The BJTC expects to see that all pieces of news work presented by students and securing a pass mark for final examination purposes will:

Comply with the law.

Meet the current regulatory criteria of public service broadcasting, that is:

- **Due impartiality.** Note that absolute neutrality in any piece is not required except where partiality breaches fundamental democratic principles. In other instances, due impartiality is a question of judgement which must reflect such considerations as the significance of the story, the conditions of its making, its potential consequences and its place within the context of other temporally proximate coverage
- **Accuracy.** Facts should take priority. Facts should be reliable and verifiable. If sources or initial research provide material which is controversial and/or sensitive, that material should be confirmed from elsewhere. In general speculative material should not be used unless crucial to the story, in which case it should be clearly identified as speculative. Journalists should not be the originators of speculative material
- **Diversity of opinion**. It is unlikely that a news piece will be able to reflect every possible opinion. It is therefore important to make a judgement as to the main differences of opinion and as to the most suitable people to represent them. Students should be able to demonstrate selection criteria which are not limited to the ease of availability of the interviewee
- **Inclusivity**. Newsgathering and storytelling must at all times recognise and value stories, experts and lived experience from across the UK's population, reflecting ethnicity, gender, gender identity, sexual orientation, age, religion, disability, cultures and social-economic background. It is imperative students understand good reporting involves being able to step outside of their own lived experience
- **Independence.** In the context of a culture of public service broadcasting the journalist must not demonstrate in his/her news material any partiality towards a political or commercial interest. This extends to the general principle of not paying sources

Meet other professional standards such as:

- A high quality of journalistic writing, showing clarity of language, correct terminology, strong narrative structure, an avoidance of clichés etc
- Good articulation of words by the presenter/reporter, correct tone of voice for the piece, correctly paced delivery
- Good audio composition e.g. a diversity of voices, use of clips, use of sound effects, an avoidance of auditory clichés
- Sound levels which are consistent across the piece, neither too soft nor too loud, no hiss, distortion or intrusive background noise
- Picture composition which reveals good sequencing such that there is minimal reliance on the spoken word to tell the story; an avoidance of pictorial clichés; use of single, two-shots

and group shots that are appropriate to the story and which provide a good visual balance of the participants

- Good lighting, neither too bright nor too dark unless for some considered special effect or to protect the identity of an interviewee

Meet health and safety at work requirements, for protecting the well-being of the reporter/s, crew members and such sources – public, children and animals – as are involved in the making of the piece.

APPENDIX 4 GUIDANCE ON ASSESSMENT OF LAW AND REGULATION

The BJTC requires rigorous testing of media law and industry regulations, an area deemed critical by industry.

There are a variety of ways to construct rigorous examinations and tests. Although not an examination setting body, the BJTC offers guidance as to what is considered to be a "rigorous" standard.

Good Practice
- Strong emphasis on scenario questions that require students to apply their knowledge to specific circumstances
- Scenario questions that test key areas of Ofcom regulation without leading the students by flagging that Ofcom's code applies
- Scenario questions that include a range of legal and/or regulatory issues within a single scenario
- Questions that require students to explain how a scenario might be treated differently by reporters regulated by the different codes (Ofcom, IPSO, IMPRESS) or unregulated.
- *Please note a strong focus on scenarios also helps prepare students for job interviews where employers routinely ask candidates scenario questions.*

Further good practice
- Essay questions that require evaluations of important judgements and regulatory rulings in which students are able to explain the significance of the outcome and how that impacts on the practice of journalism.
- Essay questions that require students analyse key legal or regulatory principles and explain potential penalties.

Poor practice
- Examinations dominated by short factual questions that do not test students' ability to apply law and regulation.
- Regulation questions that give students the choice of applying **either** Ofcom **or** other codes. It is good practice to test the codes of IPSO and IMPRESS but this must NOT be at the expense of testing Ofcom's code.
- Scenarios that inform students which specific point of law or regulation they should apply. In real life stories do not come neatly labelled. While general signposting to the area of law expected to be addressed is acceptable, students must get used to identifying legal and regulatory issues without detailed direction.

- Scenarios that inform students which is the most appropriate regulatory code to apply.
- Multiple choice questions alone do not make for rigorous testing so should, if required, only form a small part of any test or examination.

Areas for thought
- There can be a place for a section of short factual questions within a well-constructed examination, but they should be kept to a minimum.
- Careful thought should be given to the nature of any short factual question.
- In a closed book examination, it would be appropriate to ask, for example, for legal or regulatory definitions. This however would not form part of a rigorous test in an open book examination.
- In either closed or open book examinations, a short question worth just a handful of marks, such as "What is the difference between Ofcom and IPSO?" is not testing.
- That is a question better answered through detailed analysis in an essay section of the examination.

APPENDIX 5 GUIDANCE ON TEACHING AND ASSESSMENT OF PUBLIC ADMINISTRATION

The purpose of public administration teaching is to equip student journalists to tell the public administration related stories that employers and audiences want and need.

It is important students understand both how journalists navigate the public administration structures to produce stories and how multiple structures can be involved in a single story. A junior journalist reporting flooding, for example, might be dealing with the emergency services, the local authority, NHS, government agencies, national government and parliamentarians.

The BJTC will look for evidence of students using their learning in their practical work and of rigorous assessment of core skills and knowledge in public administration assessments. *There will be specific guidance below for sports courses who do not share their public administration teaching with general news courses.*

Students need a specific set of knowledge and skills:

- The knowledge of structures and how to use them for newsgathering
- The knowledge of context – including funding and budgets
- The skills to extract stories from official sources, be that documents, recordings of proceedings, news conferences or interviews • The skill of critical analysis

Core structures:
The core structures include:

UK Government & Parliament

Devolved institutions in Scotland, Wales & Northern Ireland: These need to be taught by ALL courses regardless of location.

Local government

The monarchy

Students also need to be taught the structures of power and funding of the core public services, and their relevant complaints systems and standards watchdogs. Public services include the emergency services, the NHS, education and the armed forces.

Tips on teaching for both general news and sport
The following are examples of good practice from BJTC courses which may be helpful:

Teaching through the prism of stories. Structures alone may seem dry. Teaching through stories helps demonstrate both the relevance of the structures and how journalists use them. The BJTC's public administration text book Reporting Power (Ironside, 2020) includes a range of a case studies to support teaching. It is available for free download here: https://bjtc.org.uk/e-publications

Taking a holistic approach to the topic. Some of the teaching may fall into newswriting or newsgathering classes: for example, how to write a voice piece from an inquiry report or how to extract clips from feeds of parliamentary or council proceedings or news conferences. Consider holding a themed newsday on a specific long-term public administration related issue (for example climate change, tackling poverty or the impact of the pandemic) to deepen student understanding.

Inclusion of public administration elements in students' practical work.

Public Administration modules that assess through essays can consider setting essays that require students to analyse, through the use of official sources, public administration responses to major news stories. Students start by reading their textbooks and, importantly, the journalism on the specific story. In the essay itself, however, they are only permitted to quote from official documents such as inquiry reports and parliamentary transcripts. In the process, they learn how to gut official sources for key quotes, demonstrate their understanding of how public administration structures interact and test their critical analysis whilst, during their research, examining journalism in action. This form of essay has been successfully completed by Level 4 Semester 1 students. The Mid-Staffs hospital scandal, the Rotherham child abuse scandal, the Grenfell fire and the Hillsborough Disaster are just a few of the stories that lend themselves to this approach. Helpful links are in the BJTC public administration textbook: Reporting Power, free download here: https://bjtc.org.uk/epublications

Sports journalism courses
For specialist sports journalism courses that do not share public administration modules with general news courses, the following guidance might be helpful. Some of these elements may comfortably fit into broader modules on the wider context of sport.

UK Government & Parliament & Devolved Institutions with particular attention to the relationship between governments, parliaments, sport and sports journalism. Examples include the arrangements for sport during the pandemic and the debate over Covid passports for sporting venues. More generally the role of the DCMS, including on sports broadcasting, plus the sports perspective on policies on policing, health & education and the interplay with foreign policy and international relations. Sectarianism in sport is a gateway to discussing sectarianism in Northern Ireland and the role of sport in exacerbating or ameliorating those tensions.

Monarchy: Royal patronage of sport and the roles royals play, for example the Duke of Cambridge's work with Premier League footballers on mental health or the Duke of Sussex's Invictus games.

Local Government: The interaction between grassroots and major sports with their local authorities. Councils' roles in planning, economic regeneration and promoting health & wellbeing. The positive interplay between clubs such as Leicester FC and its local community is a useful example and one of the reasons why journalists turned to Leicester's directly elected mayor Peter Soulsby for reaction after the death of the club's chairman Vichai Srivaddhanaprabha. On council finance (plus council roles in planning and economic regeneration) one of the biggest police investigations into council finance focuses on a multimillion-pound loan from Northampton Borough Council to Northampton Town Football Club to rebuild its stadium and regenerate the local area. Most of the money went missing. Please refer to the excellent investigative work by BBC journalists Matt Precey and Julian Sturdy. Proceedings are, at the time of writing, active and likely to remain so which provides an additional teaching point. On a lighter note, H'Angus the Monkey, the mascot of Hartlepool FC became the first and only directly elected mayor of Hartlepool. He would go on to serve three full terms of office, delivering on his original manifesto pledge to provide free bananas for schoolchildren.

Public services: Particularly the emergency services, with an understanding of policing of sporting fixtures. The role of schools in sport. Health aspects of sport, for example links between dementia and football. Role of medical bodies and professionals in sport – for example the General Medical Council's treatment of the doctor who colluded with a Harlequins' player to fake an injury in the 2009 Heineken Cup quarter final.

Specific stories to examine can include: Campaign to win the Olympic Games in 2012. Impact of Brexit on sport. Impact of the pandemic on sport. Response of police and government to The Hillsborough disaster (useful official sources for students to gut include the Taylor Report, the video of the then Culture Secretary Andy Burnham's address to the Liverpool fans at Anfield on the 20th anniversary, the Hillsborough Independent Panel report and the Hansard statements 1989, 1990 and 2016.)

APPENDIX 6: COMPLAINTS AND APPEALS PROCEDURE

1.   Service Commitment

This commitment sets out the Broadcast Journalism Training Council's expected level of service to education and training providers and those receiving training from these providers.

Our aim is to provide a service that is efficient, effective and constantly evolving. The BJTC

will:

- provide details of this procedure on request.
- acknowledge a submission of any complaint or appeal from a course or individual within fifteen working days of receipt.
- adhere to the procedure whenever practically possible, or keep you informed of any reason why this is not possible.

Appointment of Complaints and Appeals Officer
The Board will appoint a Complaints and Appeals Officer annually, who will sit as an ex-officio member of the Board, save for the agenda items dealing with accreditations.

2.   Appeals Procedure

2.1   A college or university may appeal against a decision by Council to refuse to accredit a course or withdraw accreditation from a course.

2.2   An appeal will be considered where the course has evidence that the panel did not comply with the Council's own review procedures and administrative guidelines, as set out in the Accreditation Requirements.

2.3   The appeal must be made to the Chair or Deputy Chair in writing with all supporting evidence, within one month of the promulgation of the decision of the Council.

2.4   In the first instance, the Chair or Deputy Chair will offer a meeting with the complainant to attempt to resolve the issue informally. It may not always be possible for the Chair or Deputy Chair to attend this meeting. The meeting could be with Officers or other members of the Board.

2.5   In the event that this informal process fails to resolve the issue, the Chairman, or in his/her absence the Deputy Chairman will ask the Complaints and Appeals Officer to convene a panel to hear the appeal.

2.6   At the discretion of the panel, additional information may be sought from each side.

2.7   The panel will consist of no fewer than three members which must include the Complaints and Appeals Officer, a member from industry and a member from the academic community. None of the panel members is to have taken part in the review that resulted in the refusal/withdrawal of accreditation, or to have been present during the Council discussion on the refusal/withdrawal of accreditation.

2.8   The Appeal panel will hear the appeal within six weeks of the formal lodging of the appeal with the Chair.

2.9   The Appeal panel may either uphold the decision of the original panel or order a new accreditation review.

3.   Complaints Procedure

3.1   The BJTC will consider complaints from a college or university or a relevant individual connected to an accredited course, including both students and staff.

3.2   The BJTC will only consider complaints in relation to an alleged breach of BJTC Accreditation Requirements.

3.3   All complaints must be made to the Chair or Deputy Chair in writing with all supporting evidence, within one month of the promulgation of the decision of the Council.

3.4   In the first instance, the Chair or Deputy Chair will offer a meeting with the complainant to attempt to resolve the issue informally. It may not always be possible for the Chair or Deputy Chair to attend this meeting. The meeting could be with Officers or other members of the Board.

3.5   In the event that this informal process fails to resolve the issue, the Chair, or in his/her absence the Deputy Chair, will ask the Complaints and Appeals Officer to convene a panel to hear the complaint.

3.6   Within six weeks of any informal meeting, the Complaints and Appeals Officer will convene a panel consisting of at least three members, including the Complaints and Appeals Officer, an industry member and an academic member.

3.7   At the discretion of the panel, additional information may be sought from each side.

3.8   The complainant may not make additional charges, or materially change the nature of the original complaint.

3.9   The complaint will either be dismissed or upheld. If the complaint is upheld the Council will require an accreditation review, for which a supplementary fee will be charged.

4.   Additional Provisions

In addition the BJTC will:

- Log all complaints
- Where appropriate, ascertain whether the complainant has exhausted the college or University's own complaints procedure.
- Where the complainant is an individual who has not given the college or University an opportunity to resolve the complaint, the BJTC will refer the complainant to the college or University

- Any disagreement about the decision of a Complaints or Appeals panel will be brought for ratification to the full Council at their next meeting.
- Any member of the Council with a direct interest in the course complained of, will not be entitled to vote.

University of the West of England (UWE Bristol)
Frenchay Campus
Coldharbour Lane
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BS16 1QY
United Kingdom

Participant Information Sheet

Study Title

Learning through practice: A study of experiential and situated learning approaches in teaching journalism in Higher Education.

Why are you being invited to take part in this?
You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the purpose of the study?
It is my intention to look at two different ways that students learn about journalism through practice. I am examining how this is done through simulation on news days and through immersion directly into the profession by working as a journalist on a work placement module. I am interested in finding out when students feel like a journalist and what worked well for them on the two different routes.

Why have I been chosen?
You have been chosen because you have experienced a practice-based journalism education and are a final year student in a UK Higher Education Institution or because you have recently experienced this kind of journalism education and are now working in a journalistic capacity.

Do I have to take part?
It is completely up to you to decide whether or not to take part. If you do decide to take part, you will be asked to sign a consent form. After you have signed the form you are still free to withdraw at any time and up to two weeks after the focus groups and interviews have taken place. A decision to withdraw at any time, or a decision not to take part, will not affect anything outside of this research project; especially in relation to your academic studies, coursework or grades.

What will happen to me if I take part? What will I have to do?
The focus groups will be conducted as informal conversations. Please feel free to make notes to remind yourself of certain details if you wish, but please don't write a word-for-word script as the information is usually more useful if it is more spontaneous and relaxed.

The focus groups will be audio recorded so that I can analyse it in more detail after I've gathered all the study data.
Your name will be kept anonymous in the research at all times. Once it's transcribed your names will be replaced with information that can't identify you.

What may be the benefits of taking part?
You will be assisting in research that could help shape practice-based teaching of journalism in Higher Education in the future. Whilst I cannot financially reward you for your time, I will provide tea/coffee and doughnuts during the sessions.

What are the possible disadvantages of taking part?
Due to the subject matter of the project it is not anticipated that any material collected will be of a sensitive nature. However, if any such sensitive material does arise, please rest assured **all** participants will anonymised throughout (see confidentiality question) and that you do have the right to withdraw from the study or withdraw any information disclosed up to two weeks after the interviews/ focus groups have taken place.

What should I do if I have a concern about anything after the interview has been conducted?
If you have any concerns about anything regarding this project you can contact me on the details below. If you do not wish to speak to me you can contact my Director of Studies, Dr Nigel Newbutt. Email: Nigel.Newbutt@uwe.ac.uk or telephone 0117 328788.

Will taking part in this study be kept confidential?
Your details will be kept strictly confidential. Your paper consent forms will be stored in a locked drawer in my office and the digital data will be kept on UWE approved OneDrive. Your details will not be passed on to any other persons for any reason, and the project will be subject to the guidelines of the Data Protection Act 2018. You will be anonymised from the outset, throughout the research and in any publications, presentations and reports arising from the research and in the researcher's thesis.

What will happen to the results of the research study?
The results of the research project will be published in my doctoral thesis, in peer reviewed academic journal articles, internal reports and in conference presentations.

Who is conducting the research?
My name is Myra Evans. I am the Faculty Academic Director for Inclusive and Practice Oriented Curriculum and also a Senior Lecturer of Journalism at [University A]. I am also the External Examiner for BA Broadcast Journalism at [University B].

Who is organising and funding the research?

Contact for further information.

The researcher: Myra Evans
University of the West of England
Bower Ashton Campus
Kennel Lodge Road
Bristol
BS3 2JT
0117 3284502
Myra.Evans@uwe.ac.uk

Or her Director of Studies: Dr Nigel Newbutt
University of the West of England (UWE Bristol)
Frenchay Campus
Coldharbour Lane
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BS16 1QY

0117 328788

Nigel.Newbutt@uwe.ac.uk

Appendix 3: Consent Form

University of the West of England (UWE Bristol)
Frenchay Campus
Coldharbour Lane
Bristol
BS16 1QY
United Kingdom

Name of Project

Learning through practice: A study of experiential and situated learning approaches in teaching journalism in Higher Education.

Please read the information on the 'Participant Information Sheet' provided.

If you agree with the terms as described in that document and are happy to take part in this study, please sign below.

Full name of participant (print name)

Address:

Home phone Number

Mobile Number

Email address

I _____[print name] agree with the terms as described in the 'Participant Information Sheet',and am a willing participant to take part in the research 'Learning through practice: A study of experiential and situated learning approaches in teaching journalism in Higher Education.'

I understand that the data I provide may be used in the researcher's thesis, journal articles, conference presentations and reports.
I understand that I will be anonymised from the outset, throughout the research and in publications, presentations and reports to disguise my identity.

Signed_____   Date_____

Appendix 4: Focus Group Questions

Indicative guide for focus group questions. Other questions may be asked resulting from responses.

For all:

When if at all did you start feeling like a journalist?

Can you identify a specific moment or experience that made you feel that way?

How do you identify learning?

Do/did you feel able to take risks and experiment on newsdays?

Would you have liked it if the newsday material was broadcast in the public domain? And why?

Would this have made the experience more real?

How did learning on the traditional classroom and newsday parts of your course compare to the learning you did on work experience?

How did you reflect upon what you had done in between and after newsdays?

Do/did you feel you have a mentor or an experienced journalist you can/could have turn/ed to to guide you in your learning?

For University B internship route only:

Do/did you feel able to take risks and experiment at [name of TV station]?

How do /did you feel about the material you make being broadcast in the public domain?

How does/did learning on the traditional classroom and newsday parts of your course compare to the learning you did at [name of TV station]?

How do/did you reflect upon what you had done after your [name of TV station] shift or back in the traditional classroom?

Do/did you have a mentor or an experienced journalist who acts as a master in the master/apprentice style?

University A Focus Group

START AUDIO

Myra: We're recording now on that one. From now on everything we say is going to be recorded.

Thank you very much for taking part in this focus group which is part of my education doctorate and we're looking at practice-based learning within journalism education and different models of doing that. So, what I'm after today are your experiences and how you feel. It's very much about perceptions and about feelings. It's not necessarily about facts and figures. It's about your personal feelings.

What you say today is your opinion and it will be valid because it's your opinion. There's no relationship to your course, your grades or my relationship with you as your tutor. So please do feel free to talk amongst yourselves.

Once we start asking the questions, I'm going to step back so that you can form a group and talk amongst yourselves which is the process of the focus group. Is everybody happy to proceed? That's lovely, great. Thanks very much.

You're all on a BJTC accredited course where you're learning journalism. Can you just discuss amongst yourselves when, if at all, you started to feel like journalists on this course?

Jenny: Probably as soon as the newsdays started. That was really the first time where we were actually- because we had to do practical like go out and get vox pops and stuff straightaway pretty much but then the newsdays, it was very much okay, go forth and go.

Callum:	It's the first time you get like a deadline on the day and you've got to make sure everything is done by that time for it to be broadcast.
Molly:	I think that's a good point, it's like the deadlines and stuff where it makes it feel more real.
Daniel:	Very realistic.
Michelle:	Taking out like camera equipment as well, I found that made me feel quite professional because I don't normally have a big expensive camera.
Daniel:	Even knowing how to operate the equipment I feel was quite a big step.
Jonathan:	Last year though when we had all the TVs, nine weeks run and you had week in, week out, week in, week out, I think that was when I felt it was the most realistic scenario, like the real world stuff.
Jenny:	You sort of get in the flow of it and because [name of tutors] and that don't get too involved, it's okay you're just left to get on with it unless you need their help then they're there.
Myra:	Does anybody else want to say anything on that. Justin, did you want to add?
Justin:	Yes, more of the practical stuff. I like the independence, doing stuff on your own.

Myra:	The next question is can you identify a specific moment or experience, and I think some of you have already started to go down that line, haven't you, specific moment or experience that made you feel like that journalist?
Jonathan:	I think when you're emailing people or call them to try and get an interview or anything and no one gets back to you. You have to find a new way of contacting people, communicating with people without being sending out or actually physically going somewhere. I think that sort of reflects the real world, I don't know, but I think it does quite well because you're never guaranteed an interview or a line or anything. So, you have to think on your feet. I don't think anything is set in concrete, the ways you do stuff. That's what I've learnt anyway, it can be free and quite varied.
Jenny:	And you introduce yourself as a journalist as well, you're like I'm a journalism student, so instantly you're like boom.
Molly:	I think interviews for me was very much, that was where I felt like you can sort of take the lead on your own things because it's just you and the phone in a room or you're just gone somewhere with somebody and you're filming them and it suddenly feels like okay, there's no lecturers with you, you're just- we've just got do do it and we've got to do it professionally because it reflects on us.
Michelle:	A lot of the time you're telling the person you're interviewing what to do sort of thing, so you're in charge of it. If you're asking them questions or whatever, you are still controlling the situation so it kind of makes you feel more professional because it's not really a chat. It's sort of a guided chat.
Jonathan:	You're directing it, you have to make them feel comfortable.

Callum:	I feel like the whole thing of setting up an interview, phoning that person, interviewing them, editing it, making it a package, when you do it all yourself for the first time you're like wow, that's what a journalist would do.
Molly:	I think it's that preparation as well that you have to put into it. When I started preparing for my interviews more that's when I felt like I'd actually become more of a journalist.
Jenny:	And you learn different ways of how to manoeuvre the interviews and things and how you do one interview that goes really badly and they either don't say anything or they waffle for hours and you end up not being able to not use any of the material because they've gone off on a tangent. Then you figure out okay, I need to phrase it in this way or do it slightly different way.
Myra:	So, what you seem to be saying there is that when you've made a mistake that's helped you to learn next time.
Jenny:	Yes, definitely.
Myra:	Can you think how you might identify what learning means in this context?
Callum:	I would just say what Jenny just said, just mistakes, like the only way you really learn is when you do something wrong and then I would say that's when you just know not to do it again or to be better next time.
Jonathan:	I think that makes you astute, doesn't it, you make mistakes now so then you hopefully don't make the same-

Jenny: Fingers crossed you don't make the same mistake.

Callum: I think that's the positive of doing so much practical work on this course and you learn so much through making mistakes and doing stupid stuff. I'm at a point now where I feel confident enough to go into a job and know what I'd be doing to an extent, if that makes sense.

Daniel: There is no better time to make mistakes than now. It just informs what you need to do in the future.

Callum: There's no real consequences if you make a mistake now.

Michelle: I think as well just like practice in general, that's like a learning experience. You could be taught how to use your equipment. Someone can do like a PowerPoint slide but actually being in a room with everything. For example, all of these screen, I don't know what they're called, studio stuff that all helps. You wouldn't be able to do it unless you actually had a go at doing it and you were like, you're going live now, you have to be scared and ready to go.

Daniel: It's a bit like with driving, I mean you do your theory first and that's fine and dandy but when you actually do it, that's when you realise what you're doing.

Jenny: There's a repetition of it as well, like sometimes I feel like we're doing this again but I think actually when you think about it it's the only way you're going to get good at stuff because if we're just doing it every week or doing it over and over then there's obviously a reason why we're doing that.

Daniel:	One thing that I did underrate was the importance and helpfulness of feedback, like, actual verbalised feedback and writing it down and everything. You can do it and you can make mistakes but it's at the end when you get feedback if you actually write that down, if you revisit it at some point. It's like you can say you're not going to do something again unless you actually look at the writing and analyse it and then you might make that same mistake again.
	My workbook for this year is going to be such a big improvement from the first two years because I'm writing everything down.
Michelle:	That's really good.
Myra:	Justin I'd like to encourage you to take part too, sorry, only if you want to of course.
Justin:	What was the question for this one?
Myra:	We were thinking about how we identify learning and your colleagues have been talking about learning from mistakes, learning from repetition.
Justin:	I suppose repetition and practice. Practice, yes.
Myra:	Did you feel able to take risks and experiment on your newsdays?
Daniel:	I feel more able now. Maybe it's because I've gotten more used to newsdays in general.

Molly: I think you have to take risks because sometimes- we've had to because sometimes our stories have fallen through so we have to go with the newest one that we found about 20 minutes ago. We have, like you were saying earlier, there's time schedules, so I don't think it's really a choice we have to take risks.

Jonathan: I think it's like balance, sometimes it's a lot easier to use like the less interesting story because it might be easier or quicker to write it up. If you want to take a risk you can go with something more interesting that be not guaranteed to get stuff for and you have to try and find that balance of it.

Jenny: I think it's learning how to justify it as well and back yourself up because if you come in and someone says, "Oh no, that won't work or something," if you can turn around and say, "Well, I think it will because blah, blah, blah." I think that you learn those, we've been learning those skills as well of how to justify what you're going to do and how you're going to do it. That's a bit of a risk.

Daniel: These newsdays do like seriously help the ability to improvise as well. I'm good at thinking on my feet in certain situations but it's not as a general rule I can be quite jittery when put under pressure. This is really, it's helped my improvisational ability and my ability to spot the good stories as well. I'm much better now at filtering out the stories, there's not a lot of body to them or there's not a lot to write about or not a lot of people to talk to etc. etc.

Callum: I think it just goes back to that whole repetition thing, the more newsdays you do the more used you to get, like news gathering, news values, everything like that and you get to a point where you come in and you feel like you know what you're doing.

Myra: Would you have liked it if the newsday material was broadcast in a public
                     domain?

Callum: No.

Jenny: No, I wouldn't be up for that.

Michelle: Maybe in third year.

Daniel: I used to think I would hate it if anyone outside of the studio actually heard it
                     but now I really don't mind. I mean it's not going to be perfect and there
                     would be mistakes but it's every time getting a bit more confident learning a
                     bit more.

Jonathan: I would say definitely not at the start in second year, I know the stuff I was
                     putting up at the start of second year wouldn't be good enough to be in the
                     public domain anyway and you feel much more self-conscious going into at
                     the start.

Molly: There's so much pressure on it anyway to then have the pressure of it being
                     broadcast.

Daniel: Even within these four walls.

Michelle: I think a lot of people as well, they are only telling you stuff because you say
                     I'm a journalism student, it's only going to stay within the university. I think a
                     lot of people might not be as willing to give you information but because you
                     sort of say I'm a journalism student they're like, okay, we'll give it to you. If

we were saying it's actually been published to the public, I don't know if they'd be as willing.

Daniel: That is true.

Jenny: It goes the other way sometimes as well because sometimes they don't talk to you because it's a massive issue and they only have time to talk people where it's actually going to make a difference. A lot with [name of place] they got so sick of people going, students going, "It's not going to go anywhere but we just need it for us," and they were like, "Well unless it's going to help us we're not going to put the time in."

Myra: So, you think that for some people it will give you a bit more traction.

Daniel: Sometimes it pacifies people, it makes them feel a bit safe whereas others they're like, "If you're not projecting, what's in it for me?"

Michelle: It depends what the topic is.

Jonathan: I think the more you say I'm a journalism student it's like journalism student, okay, you can hear yourself saying it.

Callum: Whereas if you went in and you could say I'm a freelance journalist to an extent because you're going out you wouldn't have to say you're a student.

Daniel: There is a feeling after I say I'm a journalism student, they're not going to take me seriously.

Myra:	That feeling you get, do you get it now because you're a third year and you don't really want to say the student bit but do you think in the first year adding the word I'm a journalism student gave you a little bit of confidence.
Jonathan:	I think there's both sides of it because like saying some people won't give you anything because they're not going to get anything in return because it's not being broadcast but then some people might say, "I'll help these guys out because they just want to learn stuff." Definitely gets a bit tiring.
Michelle:	I think it's a definite comfort blanket having journalism student because even my friends might like take the mick and whatever and be like, "You're a journalist now." I'm like, "No, I'm a student, I'm not good yet." Whereas now I actually feel like comfortable to be if someone offered me a job, hopefully, I feel comfortable and confident enough that I could actually be a professional journalist.
Myra:	Do you think it would make it more real if the material was broadcast in the public domain?
Jenny:	I think even if it was just the last term or maybe this term just before the last term where we could go, okay, all of this stuff is going to be published and we can use it all for portfolios and things and obviously we can anyway but I think it would give everyone an added drive as well for newsdays to be like this.
Jonathan:	It's all marked in like a separate module, not necessarily having an essay and stuff like that but all the content….
Callum:	If you had like three newsdays a year that you put in the public domain where-

Molly: Just a couple.

Callum: Like last year we had the ones where you had a planning week and then a production week, if we'd done that, then you'd have a whole two weeks to get something that you were proud of to put out in the public domain. If you weren't putting something out that you wouldn't want to be there.

Michelle: I think those weeks work really well because we actually all had good content whereas sometimes now it's a rubbish story whereas if we had a week to do it.

Daniel: My only weakness with that is that sometimes by the time the newsday rolls around it's not really relevant anymore and then that can be-

Jonathan: I think it's why it's more of an investigative piece

Daniel: Exactly.

Jonathan: It's not necessarily breaking news, it's more ….and layering and stuff and get people more interested.

Michelle: I think it would definitely get everyone more trying harder if you knew your work is going to be, like, your parents will be watching it so you'd be like I want to absolute smash this.

Molly:	I think you could find something that's on that day like we did today. I was planning for next week and it was hard to find stuff on the day but I did find a few that you could work around.

Jonathan:	If there's that weight behind it because you think there's other stuff I've got to do but if you had this one job where it's really heavy focus you definitely put that focus on it.

Myra:	How did the learning in your traditional classroom part of your course compare to the newsday learning that you did and the learning you did on work experience? You've done three different types of learning, you've done your traditional classroom, your newsday learning which is like a simulation and work experience which is obviously in the real world. How did that compare for you all?

Callum:	I'm one of those people that just didn't really like being in a classroom, like for me in the first year, I can't really remember but I don't remember anything that I learnt in the first year that I didn't really learn in second year when it got round to doing practical stuff. They taught us the interview techniques, I feel like I learned that when I just went out and start interviewing. I think for me personally, I don't know about everyone else, but I'm just someone that learns on the job or like practically.

Daniel:	By doing.

Callum:	Yes, I learn from doing.

Molly:	I think it is good to apply that theory though just to-

Callum:	Definitely, everyone learns differently as well so you've got to cater to everyone at the same time.
Jonathan:	Even the bullet points, like the basics.
Michelle:	They just put on Blackboard and we just- I think all of us probably learnt the most, obviously I can't speak for everyone, but most people I imagine have learnt the most from the newsdays rather than the workshops. You're also not very- well, I personally sometimes aren't as switched on with workshops but it's like the notes are going to be on Blackboard anyway whereas here, I'm like especially if it's like [name of tutor] and it's practical workshop I'm like I have to pay attention because it's practical and if I don't follow it, I literally won't know what's going on. Whereas if it's say [name of tutor]'s session which is on Blackboard, if you miss a few sentences, you'll just write it up.
Jonathan:	Theories ____ don't understand.
Molly:	With regards to the work experience though I was quite lucky, I went to BBC Newsnight in London and I was so surprised that it is exactly- well, obviously it's a much bigger scale but it is what we do on the newsdays. I was just oh it is a really good insight into what you're going to do.
Callum:	It's the same with [name of local newspaper], every morning they'd have a news meet and talk about the stories they were going to do and they would go and do them and get them ready for 6'o'clock . It's like the exact same thing as what we do in here but just on a bigger scale.
Molly:	I think that's good because all of our tutors, like, [name of tutor] and stuff they have been in the industry for so long, they know exactly what to do.

Callum: I miss [name of tutor].

Myra: I'm sure [name of tutor] misses you too. On work experience that [Molly]'s mentioned about how she felt that newsdays was a good preparation for it, what do the rest of you think about your work experience and do you feel you learnt more on work experience, more on newsdays?

Jonathan: I think you learnt different things. I think we went to [name of radio station] didn't we?

Michelle: We learn a lot.

Jonathan: I think I learnt more about not necessarily the technical stuff but how the day to day real world works, if that makes sense.

Michelle: Scary stuff, wasn't it.

Daniel: How you apply what you learnt and put it into a real world scenario.

Michelle: [name of radio station manager] gave us so much to do, it was literally like you have to do this by this deadline. I know a few other people got chilled weeks but our week was so full on. So we literally had to go out and get vox pops and then do the news and do interviews and ring up CEOs and then we went a conference. I think in that week we literally were like, we did a lot of stuff.

Jenny: When we did it it was like the total opposite.

Molly: Mine was quite chill.

Jenny: That's the only thing with work experience that I found is like yes it might have been five days towards our criteria or whatever but we did hardly anything. We edited about an hours' worth of audio down for something I'm sure they'll never use. It was just to give us something to do and it took us so long.

Molly: The amount of times [name of radio station manager] says erm, I was like...

Jenny: He wasn't even there when we did our week, they just had nothing for us to do basically the whole week.

Michelle: I think ours was on mental health awareness week so that was a busy week but I think it's probably just lucky when you go.

Jenny: We haven't learnt anything from this.

Myra: What's coming out for me here is that work experience is a bit hit and miss and whereas the classroom newsdays are quite structured. The teachers get you to do what they know you need to do. On work experience you could have a good week with lots of things going on or you could have a not so good week.

Daniel: We're dependent on the here and now.

Myra: It is a bit like that.

Jonathan: We're jumping into a timeline and the real world isn't always busy, busy as you're going along.

Molly: I think that's why it was good that we have more than one work experience.

Jenny: We have to mix it up, that's good.

Callum: The thing I remember most from the [name of local newspaper] is like when I went in I thought I was going feel out of my depth but I didn't because the preparation I felt I had here and the work I was doing obviously they were giving me the easy task to do because I was work experience but the whole way it was run I felt comfortable in that situation.

Jenny: Yes, they have for sure.

Myra: Some universities do their learning in a very different way, some have more exposure in the real world, some have less exposure in the real world. So, this is what I'm trying to get to as to what works for you guys?

I'd like to move on to talk about how we reflect upon things now. So how did you reflect upon what you done in between and after newsdays?

Jenny: Well, we obviously get the feedback straightaway which is good because you sort of- it's all fresh in your mind what you've been doing all day and then [name of tutor] comes in and they always give very good feedback. Then I think it's just remembering that and trying to use the different notes and things for next time.

Michelle:	Sometimes I kind of wish that the feedback was a bit longer just because when I finished the newsdays especially like today I literally just sat down and whatever and it was already coming at me. I was a bit like, and then before you know it it's already done. I kind of wish that maybe either they came round and literally gave you all your feedback one to one just like give you a few bullet points or maybe just made it a bit clearer.
Molly:	[Name of tutor] did that online.
Michelle:	Some days it's quite thorough but then other days I literally am like I have no idea what my feedback was. I know that's my job to find it so you can ask but I don't know. I think sometimes it could be a bit more through because we finish early anyway, normally on newsdays we finish about 3'oclock, maybe it could be half an hour process.
Molly:	I agree with the individual thing because I have had to stay behind the last couple of times because I haven't felt that at the end my piece was addressed even if it wasn't very good I'd want to be told.
Jenny:	We want to know why.
Molly:	I feel like the good ones I've really gone into detail but the bad ones aren't which is
Jenny:	That's what I feel like.
Molly:	Which is fair enough but you're not going to learn in this.

Michelle:	Also, you spent all day on it, so it's like you spend all day on it just to be like dismissed.
Daniel:	Sometimes I think that maybe if you didn't do the best job and then you don't get the feedback that you would if you had done a great job. It's maybe because they perhaps don't want to put you down in front of the cast. I got a very apologetic email from [name of tutor] last year saying, " Daniel, I'm sorry I said that in front of the whole cast," it's complete fine. He basically just said, "We don't want to see too much of you on camera because you're not the story." I said, "Yes, got it." He was worried that that was mean, I said no, that was really helpful.
	Putting yourself in the shoes of the person providing the feedback I can see why there would be avoidance because the whole class sits and looks up and listens when they're giving feedback. They're probably just trying to be mindful of people's feelings.
Myra:	It's difficult to get a balance between honest, accurate feedback that's going to help you improve but also you don't want people to feel on the spot or humiliated because everybody makes mistakes. I think that's a really good point that [Daniel]'s just made.
	What about the reflection that you do on that feedback? So once you had that feedback, you take it home or whatever, do you reflect further, does it help you?
Jonathan:	I think when I go to do my work stuff I do. I think it's sort of put thoughts on the page and stuff, I'll do that next week or stuff like that.
Daniel:	I'm a lot better at doing that now. I don't think I was this time last year at all.
Callum:	Just go to bed.

Michelle :	I always ring my mum anyway, she'll be like just tell me how it goes and then actually it reminds me how it goes, so it's quite useful if you forget you run through it with someone else or housemates or whatever if they ask you how your day's been and you're like yes, bits were good or I've messed up. When I did TV once I think it might have been the first year actually like I literally had a laughing fit and it was just before we went live and it was really bad and so I think it's good to reflect on what you shouldn't do and what you should do kind of thing.
Daniel:	That's a really good point I think. I think actually talking into your memory, verbalising it, it's easier to take it in that way. I might do that.
Jenny:	The only way that I ever remember things is if I've spoken about it or even if write down sometimes it just goes in one ear and out the ear, whereas if we all have a little chat at lunchtime about what we were doing, that always makes it stick in my mind.
Molly:	And talking to each other I think is the big one as well.
Jonathan:	It's definitely a lot more intense than my course my flatmates do like geography or history or whatever or art. This is definitely a lot more intense but as a simulated environment that they never have. It might be quite comfortable thinking, but then you have to think actually it's quite good.
Callum:	I think sometimes if you go to a newsday and you've actually done something you're proud of, you feel like you've achieved something.

Jonathan: We're sort of used to it now, it's a bit like we've done a statement, blah, blah, actually ___ [Crosstalk 00:24:56], three hour lectures twice a week and that's it.

Michelle: We always feel like accomplished when we go to newsday at the end of the day we're like okay, one newsday done. Whereas if we didn't do this we'd go out into the real world and we'd be like, oh God, they'd say we're doing a newsday and we'd be like what is that? What do you do?

I would hate to go into a job after a course like this having not done anything like that. I'm sure there are courses that don't do what we've done. I don't know, it would be like learning what we've learnt but actually on the job.

Daniel: I've never loved intensity, like, the intense situations but the inherent urgency of newsday, I don't know where I'd be without it, without the practice.

Jenny: When we first started we were all really scared, worried about-

Callum: Before second year I was dreading coming back and do newsday. I hated them whereas now like it sounds dumb I get a bit of kick out of it when you do something.

Molly: I can even tell it, [name of student] today, he was sat next to me and I was just doing the planning stuff but he was ringing people over and over and over again and getting rejected. In first year none of us would have been able to do that. We would have tried to avoid the thing but he just kept going.

Michelle: I think as well having newsdays quite frequently means that you just don't get scared about it anymore because they happen a lot. If you had them twice a

term you'd be like oh God, three more weeks until newsday but now we have them all the time, it's like second nature really, you know exactly what to expect from it.

Daniel: The variation of roles has really helped as well, like the first newsdays we were doing I wasn't scared of the newsdays, I was scared of- my fear was dependent on the role that I was given. If I was given something in here, the TV or something, my brains a bit like oh machines, oh. I was having an anxiety attack on the bus but that's because I tend to run, if you put yourself down and you run away from things before they even started. Whereas I think I've tried nearly every role and there's no role that I would be fearful of taking now and it's been really good for my confidence and my understanding of everything, of the whole operation.

Myra: Would you like to add anything, Justin?

Justin: I don't know.

Myra: I just don't want you to feel left out because I know these lot a very chatty.

Justin: What was the question exactly?

Myra: We were thinking about reflection upon newsdays and how you reflect and how you respond to feedback and things like that?

Justin: I suppose through the practical work.

Myra:	I'm thinking now about mentorship and how you feel about having a mentor or an experienced journalist you could have turned to either on newsdays or on your work experience. Did you have a mentor? Did you feel there was someone you could have turned to, an experienced journalist that you could have got to guide your learning?
Jonathan:	On the work experience stuff I was a bit playing the student card and I was sort of asking for help because I know people are really busy and they're doing their own stuff and they don't necessarily- it's like the question, if you say you're a student they don't want to give you anything because they're not going to get anything in return. I'm always a bit wary of that but I think maybe not a student mentor but definitely with [name of tutor] it helps a lot because they know what they're talking about.
Jenny:	I'm sure we have had that really because all of our lecturers are industry people and we've always got guest lecturers coming in or workshops with different people and I think throughout the three years we've had so many people that we could have spoken to and had chats with and made contacts and things.
Molly:	I definitely don't think we should have brought like a mentor with us to work experience because I think that would have made us feel a bit like children.
Myra:	Was there somebody in the newsroom that you would have seen as your mentor, like an experienced journalist, someone mentioned [name of radio station manager] who gave you work to do?
Molly:	In that sense, I definitely thought there was- I thought you meant bringing somebody from uni with you.

Myra:	Like being there with you.
Molly:	No, definitely, everyone was really friendly, when I went everybody was quite friendly. I don't know if that was everybody's-
Myra:	So, you always felt there was somebody you could turn to for advice in both situations, newsdays and work experience?
Callum:	Yes, definitely.
Michelle:	Yes, I think so, yes. I think more so in third year just because you built relationships with lecturers as well over the years. I think in first year we probably also didn't really know each other that well because it's first year and we're all quite shy. Now I know the names of everyone, it's amazing. I feel like I have proper relationships with lecturers which I feel like maybe like my housemates do not have with their lecturers. Their lecturers don't even know their names because it's so big, if you do business or something there's not a chance.
Molly:	That's true, ours quite like-
Daniel:	The intimacy is very rewarding.
Michelle:	It's nice that a lecturer actually knows your name and you can send an email and not to be like by the way I'm that person that emailed you.
Callum:	My housemates they all do business and they go into lecture halls with 150, 200 people, and they say they can't believe my course. I'm like it feels more

like you're back in school because you're in a classroom sort of environment and none of them really have that sort of I guess that relationship with classmates or like lecturers which is nice here because you feel confident asking.

Molly: It's like coming into a family sort of.

Michelle: It is nice.

Daniel: It's nice coming in and knowing everyone.

Myra: So that's the course but what about when you were on work experience, did you feel on work experience there was someone you could turn to? Somebody to help you write, somebody to help you news gather?

Daniel: Definitely the sports editor, [name of local newspaper] was really helpful, any questions like that he'd just answer them.

Michelle: I'm doing a work placement at the [name of organisation] which is a bit different because it's not like [name of organisation] sorry, which isn't like a week, it's for the whole year. I feel the woman I've spoken to like [name of staff member], she has said, "If you need me, I'm here," kind of thing. Obviously when you're emailing someone it's not as- I'm not saying I need someone to be there all the time but it's not the same as like if I was working in an office because I literally have to go to every meeting and do all my interviews and everything myself. Then I can write it all myself and send it to her and be like can you give me some feedback. It is probably a bit more independent than when I went to [name of radio station], for example.

Molly: I think that's just the way it is as well, I don't know how you'd change that because when I was at Newsnight I definitely felt like I was a fish out of water because it was such a big company and everyone was really busy. And although people were nice I couldn't really ask them to be like can you review this because they had stuff to do. I think you can't really help it. I don't know what you'd do to improve that because that's just the way it is.

Myra: What about you, Daniel?

Daniel: I'm doing all my work experience during the Christmas holidays. With regards to newsdays, I'm really conscious of bothering people which is such a stupid concept, like, I'm here to ask questions and yet somehow in my mind I make myself feel like I'm asking too much sometimes which is really it's kind of a form of self-sabotage which I'm working on. I do feel like I could ask any lecturer I've had questions because you're all patient, you all know it, at the same time I want to be silent and just try and get it myself, I don't know why.

Myra: It's a tricky balance to achieve, you want to ask questions because this is the place to ask questions but equally you want to be a bit self-sufficient and _

Daniel: When I was doing my broadcast I think I emailed [name of tutor] 28 times in one day.

Molly: Did you, Daniel? oh my gosh.

Myra: You certainly had someone you found you could turn to then.

Daniel: Every time he was so patient but there was this feeling of you're actually violating this person, stop it.

Molly: Twenty eight times is a bit-

Daniel: It's kind of cyber terrorism, after a while I was like figure it out yourself. The thing is as well if someone- I'm kind of spoiled, if someone is there to answer my questions I will ask you even if my common sense can tell me on my own. This is the internal struggle. That has nothing to do with this and everything to do with me.

Myra: I think possibly when you go out and get a job in the real world maybe bring it down to under 20 questions.

Daniel: Maybe under 15.

Myra: Jenny how did you feel?

Jenny: I've only done the [name of radio station] one so far, so it's not a lot to go on but I definitely felt like we had people there, they were a lovely bunch of people who were always just getting on with their own thing but it was a small environment as well so there was only me, [name of student], two other people in the office.

Callum: [name of student].

Jenny: It was really chilled.

Callum: It's a community radio station, isn't it? It's like the oldest computers ever.

Molly: That's so true.

Callum: I think at the same time we had a really busy week there but at the same time I think like you can have quite chilled weeks there and it didn't feel- I can imagine sometimes it doesn't feel amazingly professional simply because it's so chilled out.

Jenny: It did make a sort of environment where we could have a little chat with people and they were happy to help us and give us a bit more work and find things for us to do and things.

Myra: Is there anything else any of you would like to say in relation to your experiences of practice-based learning either in newsday or on work experience? Anything we haven't covered in the discussion?

Jonathan: I think the important point is with the broadcast stuff in this module for me I would say 90% I learned from hands on and 10% from sitting in the lecture or slide show. That's different to other modules obviously but in terms of this I'd say 100% I probably learn more during newsday than I do with anything else and I think me personally it made more sense to do more hands on stuff as opposed to-

Jenny: But not necessarily more newsdays or anything like that. I really enjoyed the workshops where we're all sat at our computers and we've got people saying, "Okay, now we're going to do this and do that." Maybe sometimes the pace for me, I know people have got to cater for everybody but I sort of think at this stage sometimes the pace is too slow. It's like we've been doing this for two years, so we know how to put this picture in here and that kind

of thing. Generally having somebody talking us through it while we're all doing it that's the best way for me.

Jonathan: That's a good point, not necessarily more newsdays but like you're saying guided stuff like that.

Myra: Justin do you want to add or anything?

Justin: I'm doing my work experience over Christmas.

Myra: Excellent. I just want to make sure that you'd had your opportunity to speak. Is there nothing else that you want to say? I think we'll call that a day. Thank you very, very much.

END AUDIO

www.uktranscription.com

Appendix 5b: Example of an interview transcript with internship route student (anonymised and place names redacted)

Myra: I hope that's working. Yes, that's working. Okay, so just for the benefit of the tape, just tell me your name and which one of the focus groups you were on; you were [name of pathway], weren't you?

Simon: Yes, so I was on, yes, the [name of the pathway] group, which was back in January, I think.

Myra: Sure, so thanks for agreeing to do this, Simon. I will anonymise your data in any publications that arise from this. So, basically, I just wanted to ask you a few things that have come up from looking at the focus group data. One of the things you said quite regularly is you talked about how you learn, personally, and you said you don't learn from reading, you learn from doing. And I wondered if you could expand on that for me.

Simon: Yes, so in the first and second years, it's very much you're learning through PowerPoints, you're learning practically with the equipment and things like that, but you're not in a time pressured environment or a very real environment; you know, in the back of your mind, that it's not real. If you don't hit your deadline by 4 o'clock it's not the end of the world, maybe you'll lose a bit of a grade but it's not the end of the world.

          Whereas when I was actually at [name of TV station] and when I was doing the pathway, it was very much, it's real. It was much more practical because I wasn't just reading and writing in books and hitting fake deadlines, I was having to hit a real deadline. So in the back of your head, you're always thinking, "Well, there's a team to worry about, there's a station to worry

about, there's other people involved, it's not just my grade at stake, it's actually the organisation."

So I think I learnt a lot quicker because I knew that it was an extremely practical environment, because it wasn't a theoretical environment, it was real. So I learnt very quickly because I was sort of thrown in the deep end and I had to hit those deadlines, otherwise it was make or break, really. So yes, practical, for me, it was a lot quicker to learn, it was a very quick learning process for me.

Myra:	It's quite interesting what you've said, actually, you used a couple of phrases like 'thrown in the deep end', 'make or break', and it kind of suggests to me that that urgency of doing it for real actually enabled you to learn, whereas, in a classroom, you may have not taken it so seriously?
Simon:	Yes, I guess it's just- obviously first year didn't count, so everyone sort of it's very much a learning, you're learning the skills before you have to put them into practice. And then second year, obviously it is more important but you're never kind of… You always know that it's not a real thing, you're going down into a mock-up studio, whereas on the pathway we're going down into a real studio that had to hit timings. If we went down and theoretically we actually went live five minutes after, it didn't actually affect anything, it was always there that you're like, "Oh, actually, it's not-" you know, you still take it very seriously because you want a good grade, but yes.

But when you're doing it at the pathway, it's more like, "Well, I want the good grade, but also I've got something to worry about." Whereas I think, the first and second year, it's very much you're doing it for yourself, you're doing your own package, you're doing your own things and as long as you get your stuff done, that's okay, whereas pathway was very much the team kind of side of things.

Myra:	So, there's a kind of sense of responsibility for the team and the output, there's a sense of urgency with the deadlines that all helped to make it real, and it's kind of make or break with the learning. And you've obviously done well with that side of things, first class honours. (Laughter)
Simon:	Yes.
Myra:	So, the other thing that came up quite a lot, Simon, from your interview, was something I've described in my analysing of it as 'kudos'. You got a lot of kind of respect for yourself from seeing your material in the public domain. So you regularly referred to, "People saw it," "Oh, I didn't realise how many viewers they had," so that kind of kudos about it. There were a couple of times where you almost apologised for saying that, but I think that's a real driver for a lot of young people, isn't it?
Simon:	Yes, definitely, because it's knowing that you're making a difference. A lot of the packages I personally did, I wanted to- they almost kind of had a theme that I wanted to either educate or get across a real human-interest story, and knowing that it wasn't just being published in my social media or my LinkedIn or something like that, that's great, but knowing that it'd been broadcast on live TV, it was on demand, it does.
	And it's also very much this sense of pride, knowing that you've made- even if you've changed one person's mind or you changed change one person's perspective, you've still done that. And people come up to us in the street, and they'd be like, "Oh, [name of TV station], we watch you all the time," and that was what the pathway was about. We knew that people were actually watching the stuff we were doing, it wasn't just your mum on Facebook or your aunty on Facebook that's commented on it, it was actually real people that we were reaching out to.

So it was really, it was, we would all come away at the end of the day and feel proud of what we'd done, because we knew it had been actually broadcast on a live channel.

Myra: So, it's not just that sense of pride because the fame aspect of it, "I'm really in the public domain," it was that sense of social responsibility, "I'm making a difference to people's lives."

Simon: Yes, definitely, because that was what pathway was about, it was they were very much, "Get out into the community and find a story that people actually want to hear." And our producer would always come in and say, "But how does it [appeal to the [name of region] audience?" It wasn't about us doing a piece to camera and getting our face on the TV, it was more about how does this appeal to our audience?

Whereas I think with the classroom stuff, it was very much you picked an audience, so you'd go in and you'd plan a show in second year, you'd plan a show and you picked your audience, and then you could pretty much do whatever you wanted.

Whereas we actually had to target an audience, so we had to pick out the themes that they wanted to see and that kind of social responsibility, we had to pick up on what our responsibility was in the community and in that audience. So yes, it was a massive learning curve, to see, you're not picking your audience anymore, you're actually doing packages tailored to an audience. So yes, it was a massive learning curve.

Myra: Yes. "This is who's watching you and this is what you need to do for them." Excellent, no, that's really interesting to have teased that out of you, really, really good. Because sometimes in the focus groups, there are so many people talking, you can't really dig deep into what people mean.

Simon:	Yes, I understand.
Myra:	Okay. so another thing that came out from what you were saying was learning from mistakes, and how, sometimes, you reflect and you learn from when you've done it wrong. Do you want to add to that? Would that be something that happened at [name of TV station] or on your classroom news days?
Simon:	I think, classroom news days, you do learn from your mistakes, but, as I said before, it's just not as urgent. We'd sort of go out, if we'd forget a memory card or we'd forget to film something, you'd come back to the office and it was like, "Oh, I needed that.". Whereas, in the classroom learning, it was, well your package might not be due for three weeks, you might have two weeks or you might have an extra week to get that done. So if you missed something or you needed to go back or you needed them to send you a voice note, that was easily done because you still had a week to do it. Whereas, at [name of TV station], if you made a mistake, you only had maybe two hours, not even that, to fix it by the time you've realised.
	So you quickly learn, "Right, check this, check that, check I've got the memory card, before I leave, check I've got all the kit." Whereas I think, when we were in the classroom learning, it was, "Okay, well I can go, but I've still got a week as a backup." So I think, quickly, you learn to check, yes, and you learn that- you know, we learnt a lot, the mistakes we'd made, the producers- because it was a very relaxed framework, because you'd had the people that had done the pathway in the years before, and they were very supportive, and then you had the producers and they also sort of said, "This is what you've done wrong, but this is what you can do next time," it wasn't, "This is what you've done wrong," and, you know, you'd work around it.
	But we'd always learn and we'd always go to the next package we were doing or interview we were doing and we'd think, "Right, this is what we did before and this is what we need to do now." So there were things like, for example, lighting and exposure, I'd learnt that, the way that the cameras

worked, you needed to do the exposure, because I came back and all my footage was really dark and it was a nightmare to edit. And then, the next time, because it then took me a really long time to edit that footage because I was having to correct the exposure.

Whereas, if I'd done it in a classroom setting, I could have gone back and said, "Can I do it again? There were some mix-ups," whereas for this, it was like, "No, it's got to go out." So the next time I went and did it, we actually figured out the exposure settings, we'd figured out how the camera works and it was so much quicker to edit that and it was so much smoother to get that package out by 4 o'clock.

So it's a very quick way to learn from your mistakes because you know that you have to get it right the next time, because it makes your life easier and it makes everyone else's life easier. So yes, it's a lot quicker than a classroom environment, I'd say, because you've got that spare time, if that makes sense, in the classroom.

Myra: Absolutely. So another thing you've hinted at, both today and in your focus group, was repetition, and how doing it day in, day out, or week in, week out, actually helped you to improve. So that's a common theme, both amongst the [name of TV pathway] and the non-[name of the pathway] people. So would you like to elaborate on repetition for me?

Simon: Yes, I think- because I didn't do any of the classroom stuff, we didn't do any of the classroom news days, I just felt like when we'd speak to that side of the group, it wasn't repetition; they were doing a news day once a week and they still did have that backup time, because they had to submit it, even though it had to go out, they still had to submit it. So they still kind of had a bit of extra time.

So even though we were doing it five days a week, every other week, but it was real, so we had to get it done. So by the time you're editing and know you either want to or you have to hit that deadline, I think your editing skills become so much quicker because you're doing it constantly and the

producer coming in and they're really quick at editing, and the other people that used to do pathway and the other people that work there are really quick at editing.

So you pick up on the skills and the equipment and the shortcuts and things like that, whereas I don't think you get that so much on the classroom side, because everyone's learnt the same way. Whereas, because we did the framework, it was you're repeating it every day, day in, day out, but you're learning skills from different people. Whereas if you're doing it in the classroom, I felt like it was, yes, you're doing it quite a lot, you're not doing it as often, you're still learning the same skills but you're learning one way to do it and you're not picking up the easiest way for you.

So it was interesting to- as you repeated it more, you found quicker ways of doing things and quicker ways of learning how to, I don't know, cut footage quicker or pick out the best bits quicker. Whereas, on the classroom side, I felt like it was just you were taught one way; everyone knew the same way, so you didn't really pick up on any different skills.

So that repetition really helps all of us, I think; we all, by the end of it, could edit something, if we wanted to, in an hour or an hour and a half. Whereas I don't think I would have got that quick if I'd done the classroom learning, just because I wouldn't have got the different skills.

Myra: I liken it a little bit to learning to drive, I don't know whether you can drive, but if you do a driving lesson once a week, it's going to take you a lot longer to pass your test than if you do it every day for two weeks. You will have had, if you did it every day for two weeks, fourteen lessons; it would take you fourteen weeks to get that far the other way. So there is a lot of similarity with that kind of thing.

Okay. There is another area that I'd like to just quickly explore as well, is your ability to critique your own practice. Some scholars have said that, if we are throwing students in at the deep end, what they're doing is they're learning from people who do it every day, but then they've not got that space to reflect or think about different ways to do things.

Now, you've basically said to me about editing and, "We learnt different ways to do things because we had to and we were doing it day in, day out." Well, what about your actual reflections on your own practice? Did you have much time for that, or was it just go, go, go?

Simon: Yes. I suppose we all- because we had a session once a week where we'd watch the packages we'd done, that was very much where we'd bounce ideas off each other, where we'd say, "Well, you could have done it this way." Because we had [name of tutor], who was obviously the tutor, and we had [name of station manager], who was the producer at [name of TV station].

So they were critiquing from an academic point of view, and then we had our peers watching and saying, "Oh, you could have done it this way," or, "I would have done it this way." And it was quite a nice environment because it wasn't judgemental, it was all really, you know, we'd laugh about some of the stuff we'd done wrong, so it was a nice way to learn because we were critiquing, we were self-critiquing because we were having to watch it back, but at the same time we were getting this academic critiquing from Steve, from the tutor and we were getting it from our peers as well.

In terms of self-reflection, it wouldn't come until the Wednesday, when we had that group meeting. And most of us would put our videos on YouTube, so we had them there if we wanted to watch them back. So, I guess we'd reflected on how far we'd come, because we had kind of a portfolio, but I guess, in that moment, you don't really reflect. As soon as you've done your package or your upsound or OOV whatever you've done, you send it off to be tested and made sure that it's good to be broadcast, and then you're straight down to the studio and you're being a runner or you're on a camera or you're doing autocue.

So you don't have that immediate time to reflect, but you do get it in those follow-up sessions, or when you submit for assessment, because obviously we still had assessments, you get that academic feedback. So I think we got it from all aspects, if that makes sense, we did still get that feedback but, as

you say, it wasn't immediate, you didn't get to reflect on, "I could have done this, I could have done that immediately."

Myra: Yes, absolutely. I think when you're in the thick of it, doing it day in, day out, it's about the product you're producing, it's not about the process that you get there with. The classroom involvement arrangement can actually be seen much more as a process thing; we're thinking about how we're doing it and what we're doing. Actually, when you're doing it to a deadline, it's about getting that product out, isn't it?

Simon: Yes, it's much less about, they have the time to perfect. So they can very much be like, "Well, I've got the time, I've got all day to film it," because if they wanted to, they could take the whole day; sometimes we'd have two hours. When, I think it was [name of region], the council announced a climate emergency, and a lot of the students were doing the same story, and they had the whole day to do it, because they knew that Friday was their news day and then they could edit it all on the Friday. We found out in the morning at 10:00am, and then we knew that package had to be done by 4:00pm, so we had to do piece to camera, we had to do interviews, we had to get OOVs within the space of less than six hours and edit.

So you've got that time to perfect it, whereas at [name of TV station] it is, even if we just get something out there, we've got it. Obviously, you want it to be your best work, but at least you've got something to show for it and you've hit your deadline, personally.

Myra: Yes, absolutely. I think I've gone through most of these areas that I wanted to talk about; is there anything else you wanted to add?

Simon: No, I don't think so, just how much I really enjoyed the pathway and yes, we were just a bit gutted that it was cut short. But yes, it was just a really quick way to learn, really supportive way to learn, and it was just a nice

environment to dip your toe in, if that makes sense, and get your foot in the door, so yes.

Myra: Fantastic. Excellent, well I'm going to switch off my recording now.

Simon: Yes, no worries.

Learning through practice: A study of experiential and situated learning in teaching journalism

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Info

 Participant Information   You are being invited to take part in important research that could help shape practice-based teaching of journalism in Higher Education in the future. My name is Myra Evans. I am a Senior Lecturer of Journalism at [University A] I am also the External Examiner for BA Broadcast Journalism at [University B]. This research is part of my Professional Doctorate in Education. The research will look at two different ways that students learn about journalism through practice. I am particularly interested in newsdays and students learning in a work environment. I would like to find out when students feel like a journalist and what worked well for them. You have been chosen to take part in this survey because you have recently experienced this kind of journalism education and are now working in a journalistic capacity. It is completely up to you to decide whether to take part. If you do decide to take part, you will be asked to give your consent.   Due to the subject matter of the project it is not anticipated that any material collected will be of a sensitive nature. However, if any such sensitive material does arise, please rest assured **all** participants will be anonymised throughout. If you have any concerns regarding this project you can contact me at myra.evans@uwe.ac.uk or my Director of Studies, Dr Nigel Newbutt at Nigel.Newbutt@uwe.ac.uk. Your details will be kept strictly confidential and will not be passed on to any other persons for any reason.   The project will be subject to the guidelines of the Data Protection Act 2018. You will be anonymised from the outset and throughout and in any publications, presentations and reports arising from the research and in my thesis.   The survey should take no more than 15 minutes. Contact myra.evans@uwe.ac.uk

Consent
 Having read the information above are you happy to take part in this research?

○ Yes (1)

○ No (2)

End of Block: Info & consent

Start of Block: Demographic

Age How old are you?

_____

Q1 How would you describe your gender?

◯ Male (1)

◯ Female (2)

Q2 From which University did you graduate?

◯ [University A] (1)

◯ [University B] (2)

Display This Question:

If from which University did you graduate? = University B

Q3 Did you take part in the [name of internship pathway]?

◯ Yes (1)

◯ No (2)

End of Block: Demographic

Start of Block: Generic questions for all

Q4 In this section I am really interested in your experiences of "becoming" a journalist and how you feel that happened, and when you think the learning occurred that helped you to become a journalist.

Q5 When if at all did you start feeling like a journalist? Please give examples if possible.

_____

_____

_____

_____

_____

Q6 Now, I would like you to think about when you think the learning occurred. Please describe how you think the learning happened giving examples if possible.

_____

_____

_____

_____

_____

Q7 One part of your course was newsdays - this section is concerned with your experiences on those days and your thoughts and feelings about these days.

Please remember there are no right or wrong answers, we are really interested in your personal experiences.

Q8 When you were taking part in newsdays at your university did you feel you were working as a journalist?

○ Yes always (1)

○ Sometimes (2)

○ No (3)

Q9 To what extent were you able to experiment and take risks on newsdays?

_____

Q10 If the newsday material was published/broadcast in the public domain how did that make you feel?

_____

_____

_____

_____

_____

Q11 I am interested in how students felt on newsdays and how they perceived the work they created. To what extent did your newsdays feel real and did you feel like a journalist on these days?

_____

_____

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_____

Q12 I am also interested in reflection on these days. If you used reflection, how did you use it and how did it affect your learning?

_____

_____

_____

_____

_____

Q13 If you needed help and guidance on your newsdays can you remember who you would turn to for this and to what extent that was useful?

_____

_____

_____

_____

_____

Q14 I am now focussing on your experiences on the [name of internship] module and your thoughts and feelings about this.   Please remember there are no right or wrong answers. It is your perceptions that are important to me.

_____

_____

_____

_____

_____

Q15 How did you feel working on the [name of internship pathway]?

_____

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_____

_____

_____

Q16 How did this compare to your traditional modules and classes at university?

_____

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_____

Q17 How did you feel about the material you created at [name of TV station] being broadcast in the public domain?

_____

_____

_____

_____

_____

Q18 I am now interested in your reflections from your time on the [name of internship pathway] If you used reflection, how did you use it and how did it affect your learning?

_____

_____

_____

_____

_____

Q19 If you needed help or guidance at [name of internship pathway] who would you turn to for this and to what extent was it useful?

_____

_____

_____

_____

_____

End of Block: [name of pathway]

Start of Block: Debrief

Thank you for taking part in this survey. The results will be used in my doctoral thesis and any publications coming from this. They will also hopefully be used to help shape practice-based education in journalism in the UK.
If you would like more information please contact me at Myra.Evans@uwe.ac.uk

End of Block: Debrief