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Good Journalists

On the Construction of Professional Identity in the Cross-over between Education and Industry

Background and purpose

In my thesis I want to illuminate the phenomenon of qualifying for professional practice using the journalist profession as a case. The issue is professional identity and how it is expressed through ideas about professional values, competency and motivation – and the development of these over time. Which role the education plays compared to the field of work in qualifying for professional practice is a central issue. At its best the project will shed light on what constitutes the journalistic professionalism and self-understanding.

'Journalism has become much better the latest years. And that's not so strange – nowadays event journalists have education", editor in chief in TV2, Kåre Valebrokk, said during the celebration of the editor association's 50th anniversary. The statement was met with chuckling by the editorfilled hall. The episode confirms that the myth about journalists as 'half-educated pirates' is dying. News editor Per Egil Hegge says that everyone getting employed in Aftenposten these days has 'some kind of journalistic education'[1]. Numbers also speak for themselves; as the level of education has increased in the population in general, it has also increased among journalists. Today 70 per cent of the journalists have higher education, 30 per cent at bachelor level or higher ('Kunnskapsløftet' 1999:11). Earlier journalism was characterized by being an anti-academic enterprise glorifying "the school of life" (Ottosen 1997). These days Norsk Journalistlag (NJ) decides that at least a minimum of journalist education should be obligatory for new journalists (decision 2002). Still only about 30 per cent of all journalists have journalist education and the idea that the *real* learning takes place in the newsrooms is persistent. At a national seminar for the Norwegian journalist educations editor Marit Haugsbakken expressed that they would like to get the journalist students 'ready for the pot' from the educational system, but the editors want to 'boil' them themselves. The myths concerning what real journalists are made of are still plentiful, and the tension between theory and practice lives well – both in the educational system and in the newsrooms.

In all professions the question of *how* the professional education should be, is asked. In the world of journalism, the additional question is *whether* the journalist education qualifies best for the profession or not. The journalist students asked this question themselves at a meeting organized by Oslo Journalistklubb. The topic was: 'Do we need journalist education?'. It's hard to imagine for example nurse students asking a similar question. Also journalism teachers ask existential questions. These can partly be explained by the so called 'quality reform' in Norwegian higher education ('kvalitetsreformen') and is partly a result of the general development of journalism as a discipline and occupation in the society. In 2001 a seminar for journalism teachers took place. The minutes from the meeting tells us: 'Journalism must be justified and describes as a subject.'. Journalist academia is still in the melting pot when it comes to its self definition.

[1] In talk, autumn 2000

The public discourse is also characterized by increasing, and at times intense, attention around the power and legitimacy of the media and the journalists. In the freedom of expression committees' (Ytringsfrihetskommisjonens) report the 'journalists' important function as what we have called 'translators'' is underlined. The report also draws attention to the fact that the media's reference to '..'the journalistic criteria' in content and angle, makes the business of journalism irreproachable to other than the initiated..' (NOU 1999:27). Media researchers call the phenomenon 'journalisme' (a Scandinavian expression, Petersson 1994[2]), meaning that the journalists develop among themselves a certain way to think and talk about reality. The 'journalisme' also carries the idea that journalists not only consider themselves to be an occupational group, but also a social class, 'with insufficient internal criticism' (Raaum 2001:65).

Journalists as an occupational group has a low level of trust among the citizens in general. The journalists share the jumbo place with car sellers (cf MMI). At the same time the journalist profession is the most popular among the young. For many years the journalism education has had the highest entrance requirements. Based on the popularity and the power of the profession, the status can be characterized as high. Based on the profession's legitimacy and reputation in the population the status of the profession is low. On this background it is opportune to question what qualifies for the journalists' occupational practice. What role does the education play in the socialization to the profession? How do the journalists themselves value their experiences through their study, and to what extent do they experience that the education has given them the ballast needed to practice their profession? How is the accordance between learning and life, map and terrain, theory and practice?

Professor of journalism, Rune Ottosen, documents in his latest book how the journalist role is changing under the cross-pressure between market forces and journalistic ideals (Ottosen 2004). At the same time as the professionalization in journalism has increased after the decline of the traditional political press, more and more journalism can be labelled 'infotainment'. This is one of several paradoxes of journalism. The market-/cathedral- problem of journalism steadily gets new impressions, and we are in a phase of redefinition concerning the purpose, ideals and distinctiveness of journalism.

Gender is a central explanatory factor in and for journalism (Melin-Higgins 1996, Eide 1996 and 2002). Traditionally journalism has been a male occupation. In 1981 only 20 per cent of the work force were women. 20 years later the number is doubled (cf member statistics, NJ 2002). The last ten years the number of female students has been larger than the number of male journalism students, and it is to be expected that the share of women in the industry will increase rapidly. This is also an international tendency (Splichal and Sparks 1994). What significance an increasing share of women will have for attitudes concerning professional values and competency is interesting, also because female journalists both have and emphasize education to a larger extent than their male colleagues (Bjørnsen 2003b).

Journalists are an interesting professional group seen in the perspective of the studies of the professions. The British sociologists Julia Evetts and Meryl Aldridge also express this. They write: 'We will argue that journalism provides a clear example of the discourse of professionalism as a mechanism of occupational change, and in particular its power as a form of self-discipline..' (Aldridge and Evetts 2003:549). Journalism as a profession separates itself from other professions in the welfare state in a number of ways, and is excluded from being categorized based on the classical criteria of professions. Journalists for instance have a weaker common base of knowledge than other professions, as a minority of journalists have studied journalism. Pavalko (1988 in Fauske 2004) underlines the service dimension and a low degree of profit motive as traits

[2] The concept of 'journalisme' is, of natural reasons, hard to translate directly to English – it could be 'journalism-ism'

of professions. Journalists neither have clients, patients or users in the same sense that for instance nurses, social workers or teachers have. The journalists' users; the readers, listeners and viewers, are first and foremost 'distant others'. It is also probable that its mostly how fellow colleagues evaluate their work that counts for journalists when it comes to acknowledgement. Thomas Brante sketches a classification model for different professions based on their relation to the market (Brante 1988). In a classification like this, journalists, or rather the media firms, would be placed in an extreme position. Journalism is a commercial commodity to a much larger extent than de other professional workers' 'products' are.

In Norway little research has been concerned with the professional practice and values of journalists as well as the qualification and socialization for the profession. The media- and journalism research has been more occupied with the journalistic products than processes. Media professor Martin Eide is among those who wishes for more sociological oriented research about journalism and journalists (Eide 1992). My project will hopefully matter in this connection. The project should be important as a contribution to the body of knowledge about professionalism in general and give new insights about what constitutes journalists' professionality and attitudes towards their own professional role in particular.

Themes and problems to be addressed

In a true, anthropological spirit I am expecting that the problems to be addressed might change during the different phases of the project and as a result of the experiences I do on the way. The formulation of problems are therefore an expression of what I based on my a priori knowledge and interests today wish to study:

What constitutes the professional identity of journalists the way it is expressed through ideas about professional values and competency among the journalists themselves? How do the journalists experience the connection between what they learn in the education and what they need in the working life?

I have chosen the title *Good Journalists* to highlight how 'good' is related to multiple dimensions of the acts of journalists. Good can mean 'clever' understood as related to professional standards and expected skills within the profession (competency). Is the story well written? Does it reach the front page? 'Good journalists' can also be characterized by practicing their profession in a morally high-worthy way, both understood in relation to ethics narrowly defined as in 'Vær-Varsom-plakaten' (the code of ethics) and, broader defined, as in choice of stories, angles and critical reflection over their own work (professional values). A journalist can also be good in the sense of 'wanting well', intentionally, having the ambition of realizing different kinds of idealistic goals through the practice of her profession (motivation), for example being 'the defender of the weak'. The different 'goodnesses' will of course be interrelated and will be experienced as a totality by the individual journalist. In the world of research they will be the object of crystallization, categorization and operationalization.

I wish to write my thesis as a collection of articles, and will dig deeper into my themes by sketching the ideas I today have for scientific articles. Possible magazines for publication can be *Journal of Mass Media Ethics, Journalism and Mass Communication Quarterly, Media, Culture and Society, Journalism Educator.*

First article.
Motivation and Professional Values in the Career Course of Young Norwegian Journalists
What motivates for journalism and to what extent does the journalists' motivation for their profession change over time, from start of studies until working life? Are the journalists 'burning souls' and/or artists? Do they want to become celebrities or criticizers of society? Motivation

includes both what can be labelled personal motivation (like wages and self-realization) and motivation tied to what is considered to be important in the profession (like contributing to the democratic debate in society and helping individuals, cf professional values). John Henningham finds that 'writing well' is the strongest factor in motivating Australian journalists to enter the profession (Henningham 1996). In Norway the journalists, as students, say that having a 'varied and vivid job' counts most in choosing journalism (Bjørnsen 2003b). Every student will have a bundle of different motivation factors being effective in their choice of education, in what motivates *for* the profession and later *in* the profession. On the basis of these I suppose it will possible to analytically crystallize different ideal-types of journalists. A hypotheses is that it is to a larger extent personal reasons more than the idealistic ones that 'drives' the journalists. Discoveries this far indicates that this to a larger extent is the case for male students (Bjørnsen 2003b). Motivation will be interpreted in relation to career course (newsroom, medium, topics of work and journalistic experience), social background and gender (independent variables). The article will also include a presentation of the journalism students' social background (cf Bjørnsen 2003b). The (possible) significance of the education for the journalists' motivation and ideas about professional values will be discussed. The dimension of gender will be central. The StudData-investigations has shown that teacher students and journalism students are almost equally dedicated in their choice of education (Dæhlen 2001). Both professions are also about communicating knowledge in different senses and ways. The personal factors of motivation will therefore be interpreted in the light of teacher students ideas. Data-basis: StudData 1, three phases (start of studies, end of studies, after two years of working experience). Co-author: Rune Ottosen. Ottosen is the one who has worked most on motivation questions among journalists in Norway.

Second article.
Journalistic Competency from Young Journalists' Point of View
In advertisement for journalist positions the editors ask for 'sharp pens' and 'noses for news' rather than formal qualifications (Høyer & Ihlen 1998). The book 'Quality in Journalism. Are we good enough?' (Finslo (red) 1997) also illustrates the uncertainty tied to what constitutes journalistic competency and quality. What qualifications journalists need and what the educations shall offer are obviously tied to ideas about the function of journalism in society. Are Norwegian journalists in general to be considered critical intellectuals (like in the French journalist tradition)? Or are they first and foremost 'simple messengers'? In this connection journalism as a young academic discipline and the ambivalence of journalists towards academia interesting. In the education itself the same kind of 'doubleness' is expressed in discussions of the weighing between practice and theory in the teaching. What sense does actually concepts like practical and theoretical knowledge in the journalist context make? The article will discuss ideas about competency, qualifications and knowledge in general and in journalism in particular. The empirical foundation is the journalists' own views (at different stages) on what kind of knowledge, skills and characteristics they conceive as important in the performance of the profession. These will be interpreted in the light of gender, social background and career course (habitus). To what degree can the journalists' view about competency shed light on the role of journalist education in the socialization to the profession? Will we discover that the attitudes towards journalistic competency change over time? Comparison between the journalist education in Volda and Oslo will be central in the discussion. Do the two different educational institutions (geographically as academically) 'produce' different kind of journalists? Data-basis: StudData 1, all phases. Co-author: Jan Fredrik Hovden. Hovden works with a PhD-project about the Norwegian journalistic field and does also use the StudData-material in his thesis.

Third article.
Internship – a Rite of Passage? On the Impact of Journalism Education compared to the Industry in the Socialization of Journalists.

The students' internship period represents the most important meeting point between the newsrooms and the journalist education and is a fruitful intake to understand the relationship between the education and the industry. A study of the internship period can give new knowledge about differences in perceptions about the profession, professional values and competency between the education and different newsrooms. Internship is a central arena for socialization. A lot of students describe their internship period as the most valuable part of their studies. How the education is conceived in the newsrooms is interesting. When asked if their education had a high status in their internship period, only 26 per cent of the Oslo students and 56 per cent of the Volda students answers confirmative (from weakly to strongly). What hides behind such numbers? And 41 per cent of the journalism students claims that there is a discrepancy between the newsrooms and the education in what is considered 'good journalism' (Bjørnsen 2003b). In this article I wish to 1) describe the internship period as a phenomenon in itself, compared to internship at journalist educations other places (in Denmark and Australia) and compared to the internship period at the teacher education in Norway (which has been an object of research, and seems to be a contrast to the journalistic internship), 2) describe and discuss the students' experiences during internship, especially in relation to their views about discrepancies and similarities between the education and newsroom concerning competency and professional values and 3) discuss the relationship between the education and the newsrooms in the socialization to the profession. In Australia Beate Josephi has interviewed journalism students after their internship period. She documents the students' experiences and finds that they considered ethical judgements to be similar in the industry and the education. The students reported that the hardest challenge during their internship was 'how to get the story' (Josephi 1999:81).

A fourth article?
Self-understanding and Professional Identity among Norwegian Journalists. An Anthropological Contribution.
I also wish to write an article as an ethnographic description of the journalist culture. Based on my field work I want to analyze the newsroom as a cultural system emphasizing some aspects of how the actors create meaning and try to grasp elements of the cosmology of journalism. What values are maximized? What kind of symbols and rituals are active? How are the definitions of situations in everyday newsroom work expressed? How do journalists communicate about the ideal of 'objectivity'? Gaye Tuchman's classic 'Making News' (1978) will be useful literature for me. With an article like this I wish to gather the threads and to give my contribution to the million dollar question in journalism: What *is* a journalist?
Data-basis: field work, text studies, interviews with key persons in the field

Previous research

In Norway Rune Ottosen is the one who has done research on the role of journalist education in the professionalization of journalism. Ottosen describes journalism education as one of seven conflict lines that have shaped Norwegian journalists' professional role. He writes that the interplay between the historical line of development and the seven lines of conflict gradually has contributed in developing a common role perception among Norwegian journalists that partly can compensate for the absence of formal authorization (Ottosen 2004). Ottosen also emphasizes the importance of the trade union in the journalists' professionalization process and accounts for the fight for autonomy through demarcation towards other disciplines and professions, especially the information workers (Ottosen 2004). In the early nineties Ottosen carried out the Norwegian part of an international survey about journalism students' background and their attitudes towards education and occupation. 22 countries participated in the project, and 'Journalists for the 21st Century' (Splichal and Sparks 1994) is most important as comparative material for me. Many of the variables in my own material is directly copied from Splichal and Sparks. They find for instance that Norwegian journalism students score significantly higher when it comes to appreciating the critical function of journalism and clearly lower than most of there fellow

students in other countries when it comes to the importance of the ideal of objectivity. The Norwegian students also emphasizes 'general knowledge' more than 'university education' (Splichal and Sparks 1994:150).

In journalism research internationally German media researchers, like Wolfgang Donsbach, have been occupied with what qualifies for journalism. Professor John Henningham at the University of Queensland has carried through surveys about professional attitudes and social background among Australian and American journalists (Henningham 1998). David Weaver has edited the book 'The Global Journalist' that deals with journalists in 21 different countries (Weaver 1998). He misses more research at actor level to '..uncover some of the differences reported…' (Weaver 1998:478).

Odd Raaum has delivered central contributions about the understanding of journalists' professional ideology and their limited room for action within the frame of journalism as a commodity at one hand and as a guarantee for the freedom of speech at the other. Raaum also introduces interesting perspectives concerning the journalist as an individual versus the journalists as a collective and discusses the relationship between personal and professional values (Raaum 1999 and 2003).

A valuable study for increased understanding of challenges in journalists' professional practice is Nohrstedt and Ekströms' 'The Ethical Problem of Journalism' (1996). They have carried out qualitative studies in Swedish newsrooms focusing on the journalists' ethical challenges within the stopwatch-culture in the newsrooms. They point out the connection between ethics, competency and the journalistic self criticism and underline the importance of self criticism for the 'ethical consciousness and the moral actions' (op cit:311).

Margaretha Melin-Higgins describes different idealtypes of the journalist role in her PhD-thesis. She registers differences between the sexes concerning ideals in the profession. Women identify to a larger degree with a 'participant'- and 'educator'-ideal, while men more than women advocate an ideal of neutrality and also gives weight to the news-'hunt' itself (Melin-Higgins 1996). Elisabeth Eide has carried out several investigations showing the relevance of gender in the journalists' performance of their professional role, including both choice of topics and work methods. Through the StudData-surveys we find that women have a more idealistic attitude of journalism than the male students. Both concerning the motivation for the profession, ideas about the purpose of journalism in society, preferred topics and how they view journalistic competency we find expressions of partly considerable differences between the sexes (Bjørnsen 2003b).

The Norwegian social anthropological contributions in the field of studying journalists is this far limited to and represented by Arne Martin Klausen (about the change to tabloid format in Dagbladet), Roel Puijk ('Realities in NRK'), Anne Hege Simonsen (journalism in Senegal), Gro Sølvberg (foreign correspondents in the Middle East) and Ola B. Siverts (changes in the editorial routines in Bergens Tidende).

I also want to take advantage of studies about professional identity and competency within other professions, nationally as internationally.

Theoretical frame

I presuppose that the journalists' own cultural ballast is central for how they perform their journalist role and that their background, values and preferences are vital for the content of journalism. Journalism is a cultural practice. The objective journalist doesn't exist – neither on the interpretation- nor the communication-level. I place myself within an actor oriented research tradition that emphasizes how individuals create meaning at a micro level (cf Berger and

Luckmann 1966). This does not at all imply ignorance of the meaning of factors at the macro level, like here; ownership, demands from the market, organisational factors in the newsroom etc. The journalists rights and duties and the development of individual and collective professional values, in both education and at the working place, must precisely be understood and explained as an interplay with central macro factors. It is fruitful to interpret attitudes about journalistic competency and professional values in light of the inherent dilemmas in journalism. In all professions there will be contradictions between conflicting goals, interests and ideals. In journalism these might be extra distinct.

A useful perspective and starting point for the comprehension of the journalist role is the built-in *contradictions* in the role expectations, or rather, anthropologically; the journalist *status*[3]. The journalist exercises her role in the cross-over between different and contrasting role expectations. The journalist is supposed to be both 'mic-holder', 'watchdog', referring, digging, critically investigating and entertaining. Wolfgang Donsbach (1982) at the University of Dresden refers to earlier research and points on these contradictions to describe different ideal types in the understanding of the journalist role:
Gatekeeper vs Advocate (Janowitz 1975), Neutral vs Participant (Cohen 1963, Johnstone et al 1972), Mediator vs Communicator (Langenbucher 1974) and Passive vs Active (Tunstall 1974).

The concepts professional identity, competency, professional values and motivation, and in particular the coherence between them, are fundamental in my project. A thorough discussion of these concepts will represent an important part of my thesis' theoretical foundation. The concept of identity is a much used , and debated, concept in the social sciences that the last ten years also has become part of everyday language. A constructivistic understanding of identity will emphasize process and context-dependency. With roots to the theories of George H. Mead, identity(ies) is (are) created and re-created in relation to others. The anthropologist Dorothy Holland says: 'People tell others who they are, but even more important, they tell themselves, and then try to act as though they are who they say they are. These self-understandings,.., are what we refer to as identities' (Holland et al 1998:3). In my context the connection between individual identity and collective professional identity is central. It is most relevant to focus on what can be identity-creating 'material' in education and profession. Karen Jensen has for instance found that the teaching of *theory* in nurse education has an identity building function (Jensen, in meeting, 2003). In the world of journalist education one can imagine that the teaching of ethics might have a similar identity-building effect.

I understand 'competency' to be the different kinds of knowledge, skills, personal traits, capacities and values that are considered to be valuable for the practice of a profession. Competency also includes the capability to critically reflect on ones own activities. In journalism so called *practical* knowledge plays a central role. The philosopher Hubert Dreyfus and the mathematician Stuart Dreyfus (1986) have developed a model as a tool to understand the development of practical knowledge. They introduce five stages in the learning process, from 'novice' to 'expert'. Each step is characterized by different levels of internalization of knowledge. I want to use, among others, Dreyfus and Dreyfus, Grimen and Nordtvedt (2004) and Fredrik Barth (2002) to discuss the concepts of knowledge and competency.

The studies of the professions has gone through a shift of paradigm the latest years. The development has gone from an emphasize of specific traits of professions, 'professionalization', to a focus on the processes and value foundations of professions, 'professionalism'. (cf Evetts 2003, Freidson 2001). It is also questioned to what extent it is fruitful and meaningful to strive for one generalized definition of 'profession' at all. I want to relate journalism to the discourse of the

[3] Status is an actor's rights and duties, formally and informally. Role is the exercise of status.

professionalism debate. Julia Evetts and Meryl Aldridge (2003) describes in the article 'Rethinking the concept of professionalism: the case of journalism' the journalist profession as especially interesting in a professionalism perspective. They underline that despite that journalism has been '..indifferent to the structures of conventional professions (however modelled)..' (op.cit:561), the profession gives useful perspectives for the understanding of professionalism. Evetts and Aldridge draws attention to how the recruitment to journalism through apprenticeships has influenced the attitude towards education in both USA and Great Britain. This will also to a great extent be the case in Norway.

Social anthropological theory will be central in the interpretation of both the qualitative and quantitative material in my project. As a tool in the interaction analysis, Erving Goffmans (1959) concepts will be particularly useful. Concepts like, definition of the situation, role negotiations, impression management, frontstage and backstage are fruitful in the analysis of the data material coming from participating observation in a newsroom.

Method

My data material will include quantitative material through the StudData-surveys and qualitative material based on fieldwork in a newsroom during the students' internship period. This way I will get different kind of data that will shed light on my questions in complementary ways. I have also done indepth interviews with eight journalist students in Volda and Oslo, and I plan to follow up four of these two years after they finished their studies. In addition I plan to interview key persons in the journalistic field. I have through years attended different fora in both education and industry, where topics related to my research questions have been made current. I will thoroughly discuss my own role concerning closeness and distance to my field of research.

The object of study are journalists, as students, as practitioners. Even though only around 30 per cent (*but* 66 per cent of the 'younger' journalists, cf head of NJ in 'Ulvetider', 2003), I believe my material to a certain degree also gives foundation to draw conclusions about (young) journalists in general. Journalism students *are* journalists. As many as 65 per cent of the students have journalistic experience as they start their studies, 45 per cent with more than three months and 29 per cent of more than a year journalistic, paid work experience (Bjørnsen 2003b). Journalist education can also be seen as a kind of continued education.

Quantitative material – StudData. StudData is a database established on the basis of survey investigations among the students at Oslo University College and six other institutions of higher education. In a panel study we follow two student 'litters' over a period from their start of studies until five years into working life. The surveys are carried out at start of studies, end of studies and after two and five years after completed studies. This gives longitudinal data about attitudes to education and profession and views on the students' own professional roles. This material gives the possibility to investigate the education's significance for the development of the students professional identity and their experiences of the education's relevance for their work. [4] I will mainly use the material from StudData 1, and with that see the development through three phases. Data from StudData 2 will function supplementary and as a correction.

A methodological reflection; on the way from the emic (experience near, experience distant) to the etic (analytical) level of analysis it is important to be aware of the discrepancy between what people say they do and what they actually do, and between what they say they mean and what they actually mean (cf Holy and Stuchlik 1983). This fact represents a methodological challenge in qualitative as well as quantitative oriented studies. When survey-data is under inspection it is

[4] The journalist part of StudData is a cooperation between Volda University College, by Jan Fredrik Hovden, and Oslo University College, by Rune Ottosen and myself. We have composed journalist specific surveys that have followed the general ones in all phases. Start of project: autumn 2000

especially important to be conscious about that there exists as many interpretation frames as there are informants.

Qualitative material – field work. The students' internship period is the most important meeting point between the education and the industry and is the students' first meeting with 'reality' as journalism students. I see the internship period as arena for qualifying as an interesting intake to the understanding of differences in perceptions of competency and professional values between education and industry. The internship period represents an interesting object of study in itself and the field work will at the same time represent a fruitful frame for understanding and interpretation of the quantitative material. I also expect that tying my field work to the internship period will give me an easier and more natural entry to the newsroom. I plan to be in Aftenposten for about five months. Aftenposten normally has 4-6 internship students from the Oslo University College every year (a slightly lower number from Volda). This will be a handable group to follow tight. At first I will participate in the internship period for the Volda students (in February and March), followed by the Oslo-students (in May and June). The Volda-students have their internship in the last semester of their studies, the Oslo-students at the end of their first year of study. I believe the doors will be opened for me in Aftenposten, and I have got positive signals from the training coordinator there. I have chosen Aftenposten partly because so little research has been conducted about the country's largest subscription paper and partly because most students express that they would like to work there after they have finished their studies (Bjørnsen 2003b).

I plan to follow the students in their daily work, in 'the field', at meetings and in the writing process. I also will investigate whether I shall organize weekly meetings with the students (and perhaps their supervisors) in the newsroom. I want to have a special eye for what the students experience as differences between the education and newsroom and on how the education is conceived. My focus will primarily be tied to questions concerning perceptions of competency and professional values.

Christer Brusling is among those who is engaged in studying the students' internship period. Brusling describes different dimensions the relation between the education and the occupational field can be classified from. I place myself with one foot in what he calls 'the ontological dimension' and with the other in 'the epistemological dimension'. The latter connects to 'the nature of professional knowledge and the capability, and desire, of higher education and the field of professional practice to convey and develop this knowledge', the first to 'the self-understanding of representatives of higher educations and the professions' (Brusling 1998:3/4).

(+ Progress plan, network and supervision)

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