

Appendix 3

A Taxonomy of Information Neighborhoods					
	Journalism	Entertainment	Promotion	Propaganda	Raw Information
Primary Goal	To Inform	To Amuse or engage people during their leisure time in activities in which they are passive participants.	To Sell goods, services and talent/personalities by increasing their appeal to consumers.	To Build Mass Support for an ideology by canonizing its leaders or demonizing its opposition.	To Bypass institutional filters and distribution constraints in order to Sell, Publicize, Advocate, Entertain, and Inform.
Methods	Verification, Independence, Accountability.	Story-telling, performance, the visual arts & music.	Paid Advertising & Public Relations activities, Press releases, public statements, staged events, sponsorship, product placement, web sites, viral videos, etc.	One-sided accounts or outright lies, relying on emotional manipulation through images, appeals to majority values and fallacious reasoning.	Facebook, YouTube, Blogs, Twitter, websites, weblogs, comment sites, chain email, text message forwarding, flyers, graffiti.
Practitioners	Reporters, Photographers/Videographers, Editors, Producers	Writers, actors, artists, musicians, designers.	Ad agencies, Publicists, Public Relations experts, Government spokespersons.	Political operatives and organizations.	Anyone with a web connection, photographer, or can of paint.
Outcomes	Empowers citizens by educating them.	Distraction from or changed view of daily life. Reinforcement or critique of social norms.	Increased sales of products and services or higher fees for talent being promoted.	Helps an ideological group seize or maintain power, by influencing public opinion and motivating the public to take action consistent with the ideology.	Outlet for self-expression, entertainment, promotion, advocacy, propaganda.

(From the Center for News Literacy, Stony Brook University School of Journalism)

Stay tuned St. Louis: a case study in educational collaboration

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As journalism schools focus on providing students with practical training for a changing media environment, immersive education structured in real-world newsrooms can serve as a learning lab.

Studies have suggested that teaching approaches that allow students to engage with community members within an established network (Barabasi 2003; Beckett 2008; Castells 2000; Jarvis 2006), rather than creating content with an imagined audience in mind, can enhance students' understanding of journalism's democratic function as a component of news literacy (Mensing 2010). This emphasis may also introduce students to newswork incorporating the values of civic journalism, as socialization within newsrooms has shown to play a key role in journalists' acceptance of these practices (McDevitt, Gassaway, and Perez 2002). Although journalism programs have used hands-on experiences to instill tacit knowledge of the roles and functions of public journalism and develop more civic-minded practitioners (Haas 2000; Nip 2007), public-journalism training should also incorporate multimedia techniques. Further, multiplatform approaches to storytelling should allow students to apply a variety of converged skills while also interacting with audiences (Condra 2006), opportunities that professional media environments can easily provide.

Case studies on journalism education have primarily focused on classroom experiences and undergraduate students (Beam, Kim, and Voakes 2003; Garman 2005; Quinn 1999; Steel et al. 2007). The current study examines the experiences of journalism graduate students, as students are increasingly attending graduate programs before entering journalism careers (Tumber and Prentoulis 2005). Graduate programs allow students to not only gain a more nuanced understanding of the roles of journalism in a democratic society through news-literacy education but also to demonstrate their knowledge in professional settings. This study examines the development and execution of "Stay Tuned," a live weekly public-affairs show produced by a St. Louis, Missouri, public television station, the Nine Network. The show sought to incorporate Twitter, Facebook, and live videoconferencing (via Google Plus Hangouts) into discussions of issues facing the St. Louis community. Show producers also worked with the University of Missouri School of Journalism's Reynolds Journalism Institute, which provided faculty expertise for production and social-media engagement and graduate student assistants. The resulting case study includes interviews with three graduate students, their professor, and members of the show's production staff, as well as observations of the show's production process. This exploratory study evaluates how the students learned about local journalism and news production in the newsroom environment, students' and the faculty member's impressions of that educational experience, the roles they played in the newsroom, and the news organization's expectations for the students' involvement in the show.

The "Stay Tuned" model incorporates a new approach to journalism that we have termed "trustee networked journalism." Trustee networked journalism, like models of public and civic journalism, cultivates connections between news organizations and the public. In this model, news organizations focus on three components: encouraging viewer input and involvement, ensuring substantive social media interaction with broad networks, and producing civic-minded journalism. For "Stay Tuned," this engagement is achieved through

using digital and social media to interact with audiences as well as fostering connections with community members and organizations, thereby creating networks. These networks may become resources for the news organization as well as a sounding board through which viewers can critique the news organization and discuss local issues. Therefore, news organizations like the Nine Network can use the community as a resource and contribute to the future of solutions-oriented journalism.

This study seeks to address the challenges and opportunities associated with engaging journalism students in the production of trustee networked journalism as well as what this emerging model can teach them about the evolving functions of journalism in communities. The study is the second in a series of three studies developed around this case. The first study demonstrates how “Stay Tuned” represents an ideal case to examine the trustee networked journalism model. The third examines viewers’ perceptions of the social-media approach and production of the show as reported in an online survey.

Literature review

Universities are working to prepare students for a world of ever-evolving technological advances and new media offerings (Castaneda, Murphy, and Hether 2005). Some university programs have addressed these shifts through introducing curricula and educational programs focused on media convergence. Convergence, which can be broadly defined as “any kind of news partnership, alliance and/or collaboration with print, broadcast (TV or radio) or online news outlets, including their station’s Website,” was widely practiced in medium- and small-market newsrooms around the country in 2005 (Tanner and Smith 2007, 216). Tanner and Smith’s survey of journalists showed that although most respondents said they had the necessary skills to work in a converged newsroom, they desired additional training. The authors suggested that educators focus on teaching students to “work smart, think quickly, and repurpose content across media” (222) to prepare for newsroom realities.

In 2005, 85 percent of universities included in a national survey had adapted their journalism curricula to focus on convergence, although few programs trained students in a range of media skills and programs’ overall emphasis remained on print (Kraeplin and Criado 2005). However, in a convergence program, students are encouraged to learn skills that cross traditional media platforms, such as print and broadcast (Auman and Lillie 2007). This understanding, however, raised questions as to whether universities should focus on equipping students as “backpack journalists” or whether they should specialize in a particular area (Auman and Lillie 2007). As a result, the conventional journalism-school practice of offering separate tracks — print, broadcast, etc. — has been questioned (Huang et al. 2006). Professional editors prefer journalists to enter newsrooms with the necessary convergence skills, although they recognize that some advanced skills can only be learned on the job (Huang et al. 2006). Professors have also suggested that students learn how to tell stories on multiple platforms and apply digital technologies that allow them to interact with audiences while also focusing on the core skills journalists need (Condra 2006). These emphases suggest educational approaches that move beyond the classroom to real-world newsroom experiences.

More recently, scholars have replaced convergence with an emphasis on interdisciplinary approaches incorporating connectivism (Boers et al. 2012). Within this model, students learn multi-modal editorial planning and cross-channel news-story development. For example, a proposed curriculum would allow students to launch, run, and staff an online magazine focused on a specialized readership. In doing so, they would apply narrative

skills in multiple media, including video, audio, mobile, and social, as well as interact with user-generated content. They would also become familiar with both the integrative aspect of convergence, or merging technologies to create new products and modes of delivery, and the divergence aspect, or the flow of content across platforms, media industries, and audiences. Students also begin to interact with connectivism, which considers the web as a site of community formation and students as aggregators and generators of content whose knowledge and skills continually change (Boers et al. 2012). This approach prepares students not only to produce journalistic content but also to develop networks through which information and feedback flow freely between journalists and community members.

New models of journalism education

Journalism schools have diversified to provide the journalism work force with graduates trained in newsgathering, evaluation, production, and distribution that is not focused on the medium (print or broadcast) but the craft (Mensing 2010). While emphasizing practical training, many journalism programs, particularly at the graduate level, also focus on innovation and applying key skills. This approach is evident in a confluence of mentorship, curriculum, and hands-on learning that contributes to the art of “multimedia storytelling” rather than information flow (Mensing 2010, 512). In this vein, students apply many of the skills used with traditional print and broadcast media while learning the convergence and multimedia approaches that have transformed the way journalists do journalism (Overview 2004).

Instructors, especially those who teach production-focused classes and have professional experience, also seek to produce a future journalist who can effectively function in a changing world of journalism (Becker, Fruit, and Caudill 1987; Mensing 2010). As learners, however, students often straddle the line between professional and student in internships where they learn to apply practical knowledge and training. Their newsroom supervisors may encourage them to adopt a professional demeanor as well as an ideology encompassing traditional journalistic values while challenging them to adjust to the real-life circumstances of the media environment (Mensing 2010). For some students, navigating these dual responsibilities as they adjust to the newsroom culture can present challenges.

The newsroom-focused training model, however, offers a springboard for students to engage with their community and learn journalistic skills. Community-centered journalism education provides a realistic environment where students can engage with an actual community. By producing journalism within an established network, students develop skills that take advantage of strong ties that already exist in a community (Barabasi 2003; Beckett 2008; Castells 2000; Jarvis 2006). As professionals work alongside students to study information networks and channels through which information is obtained, as well as apply and experiment with new technologies and models of distribution, journalistic practices change from the ground up but also contribute to the community (Mensing 2010). This approach puts students back in the center of the community and “at the heart of news communications” (Beckett 2008, 166) while teaching them the news-literacy skills they need to integrate into the workplace.

Teaching public journalism

In the early 2000s, many scholars and journalists supported the role of public journalism in facilitating voter participation and civic participation in community affairs, while

many also remained critical, particularly in regard to journalistic autonomy and neutrality (Haas 2000). Scholars began to question the implications of the public-journalism debate for journalism education. Addressing criticism that public journalism focuses on promoting consensus, which would require students to concede editorial autonomy to dominant community voices, Haas (2000) suggested that instructors teach students how to “actively promote civic participation among all segments of the community within the confines of a commercial news media system” (30). This participation could be achieved through asking students to conduct surveys and interviews with community members to identify issues concerning them; focus on “mobilizing information” to address how residents could get involved with those issues; and experiment with narrative forms that encourage critical reflection (Haas 2000). Mensing (2010) advocates for an approach to journalism education in which students build “functioning communication structures within communities” (516). Rather than emphasizing an imagined audience, students engage with communities not only to serve as reporters and editors but also as facilitators of journalism’s democratic function.

Socialization also plays a role in journalists’ acceptance of civic journalism. A survey of journalism students and professional journalists in the same community found that students who had written for a campus newspaper became more like professional journalists and less like their fellow students in how they evaluated civic journalism (McDevitt, Gasaway, and Perez 2002). For example, these students were less supportive of news media attempting to increase participation than students without newsroom experience. The authors attributed this lack of acceptance of civic-journalism practices to the focus on journalistic autonomy in campus newsrooms. A later study (Rauch, Trager, and Kim 2003), however, found that students were more supportive of modest approaches to civic journalism, such as newspapers developing enterprise stories to focus attention on community problems and reporting alternative solutions, than more radical ones, such as replacing traditional editorials with commentary written by readers and journalists spearheading community causes. Therefore, understandings of public journalism among younger journalists may be shifting, perhaps inviting new understandings of community engagement.

Trustee networked journalism

Local journalism spurs community discourse (Christians 2009) and identity formation (Kannis 1991) through engagement, both on and offline, that brings together different groups from across the community (Eveland, Marton, and Seo 2004; Rheingold 2008; Richards 2012). Local participation in online media forums often reflects real-life community participation and correlates with real-life concerns about those topics (Dutta-Bergman 2006; Rosenberry and St. John 2010).

Therefore, public journalism does not represent a new form of journalism but models trustee journalism, in which journalists are seen as trustees of citizens’ need to hold government, business, and society accountable, thereby affording them a role in making decisions about news content and how it is distributed (Schudson, 1999, 2009). Within this understanding, journalists do not lose their autonomy — a frequent criticism of public journalism — but focus on generating and participating in conversations among citizens. Journalists are also responsible for providing timely information about issues important to the community (Rosen 1999). Audience members actively seek information that they see as important and bring ideas to their media experience, which could influence them in some way (Rosen 1997, 1999). Through addressing issues, connecting to the community, engaging individuals as citizens, and facilitating public deliberation, public journalism

should also represent solutions-focused journalism (Nip 2007). For the broadcast medium, a focus on public journalism allows journalists to move beyond event-focused reporting to long-term coverage that draws connections between news stories (Meyer 1995).

Citizen journalism emphasizes the role of audience members in telling stories (Bentley et al. 2006; Littau 2007b), empowering citizens through providing them a voice in the larger community discussion (Glaser 2004). Citizen-generated journalism is the product that results from trustee journalists soliciting content from citizens and publishing it on their news platforms. Citizen-centered approaches enhance and diversify the content and topics trustee news organizations address while providing a space for minority voices to be heard (Carpenter 2008). In today’s media landscape, social media play key roles in the development of citizen-generated journalism. Through Twitter and Facebook, journalists learn about breaking information from people experiencing it, engage in conversations with news users, share their content with users, and react with users to community issues and events. Online commenting sections and video-discussion forums allow journalists and audiences to interact while offering platforms for diverse voices.

An organization that recognizes and/or ascribes to the tenets of public journalism while also welcoming citizen-generated journalism represents a new type of journalism entity. Within this approach, which we call trustee networked journalism, a news organization is a member and creator of many networks through which information flows among audiences and journalists. Although journalists continue to serve as gatekeepers of news topics and content, they also focus on stimulating conversation among viewers and readers and participating in those conversations using online tools, such as email, websites, and social media. These tools allow audiences to find news content and offer their perspectives on it while potentially suggesting and seeking solutions to community challenges. Ideally, this involvement allows audiences to build social capital (Littau 2007a) through which they are empowered to not only critique the media through offering verification and suggestions for story topics but also assess local problems.

We argue that public media organizations are particularly well situated to apply the trustee networked journalism model. Public media have been shown to take advantage of innovative journalistic approaches (Hermida 2010; Nip 2007) and incorporate projects focused on addressing community issues (Aufderheide 1991; Rosen 1999; Schudson 1999). The current study evaluates a public television program that reflects the motives of public journalism while emphasizing the use of digital tools, such as web content and social media. “Stay Tuned,” which premiered in fall 2012 on the Nine Network of Public Media in St. Louis, Missouri, emerged as part of a partnership among the network, the University of Missouri, and the citizens of St. Louis. The program sought to address critical issues in the community while forging connections with audience members and soliciting their input and involvement.

In relationship with the University of Missouri, Nine Network staff consulted with journalism faculty members throughout the show’s development and launch. Graduate journalism students assisted with the show’s production during its first year. This study, part of a multi-level evaluation, examines the role of “Stay Tuned” as a site for hands-on journalism instruction for university students and provides insight into how other universities and public media organizations may partner to achieve similar aims.

To assess the role of the students in the show and the value of “Stay Tuned” as an educational experience, this study addressed two research questions:

RQ1: How were graduate journalism students involved in the planning and execution of the “Stay Tuned” public affairs program?

RQ2: How did the students benefit from their experiences in terms of education and

Method

“Stay Tuned” airs at 9 p.m. each Thursday on the Nine Network of Public Media in the greater St. Louis area. This area includes St. Louis, Missouri, and southwestern Illinois. “Stay Tuned” is one of two new shows the network launched in 2012 to provide more engaging community programming. The show airs live, following “Donnybrook,” a community roundtable show that has aired continuously since the 1980s and appeals to an older (age 50-plus) audience. “Stay Tuned” aims to serve as a televised town square in which individuals in the community gather, via social media and online video-chat systems, to engage in “in-depth discussions of issues important to the long-term vitality of the region” (para. 2), including health care, civic involvement, education, and at-risk youth (“Stay Tuned,” 2015). Each week the show examines a new topic through a pre-produced “pathway for people to connect and impact the community” (“Stay Tuned,” 2015, para. 5), including both live and pre-recorded segments. “Stay Tuned” also seeks to reach 20- to 50-year-old adults who do not normally watch public television programming and attract voices not represented on “Donnybrook” through social-media conversations and participation in the studio audience (Gasper 2012, 2013). During the show’s development, the Nine Network also reached out to a network of organizations and individuals who had been involved in other programs and invited them to provide sources and ideas for the show.

The network partnered with the University of Missouri School of Journalism’s Reynolds Journalism Institute to leverage its expertise in research, social media, and journalism education. A professor at the university said the aim for the show on the part of the Reynolds Journalism Institute was to “make the forum of journalism broader and deeper” and “excite a social media conversation on any of the topics we were going to do in the week’s program” (personal communication, 2013). Ultimately, according to the professor, this conversation should engage diverse voices while creating a more robust public forum on issues important to the St. Louis community. The professor and three master’s level journalism graduate students were assigned to help develop and execute the social-media strategy for the show, considering where messages should be disseminated to encourage public feedback. They worked alongside a Nine Network digital strategist, who created a Twitter hashtag, #StaytunedSTL, for viewers to use while watching the show; posted questions for viewers on the Nine Network Facebook page; and incorporated Google Plus Hangouts, an online video-chat system, into the show’s live broadcasts. Overseeing the Hangouts, including identifying and training community members to participate, was a key responsibility for the graduate students. They also assisted with identifying show guests to broaden the show’s community network. An additional four master’s level journalism graduate students worked as reporters in the St. Louis area, creating video segments on the show’s weekly topics.

Sample and procedure

We evaluated “Stay Tuned” over a year-long period in 2012-2013. During an initial meeting, we provided information to the “Stay Tuned” staff and production crew about best practices used in past community journalism projects. After this meeting, we began observing the show’s creation in planning meetings, watched two show tapings, watched several online streaming broadcasts of the show, and observed staff and viewer activity on the

show’s Twitter and Facebook pages.

We also conducted interviews with a University of Missouri professor, the three students involved with social-media execution, and five Nine Network staff members about the show’s development and production processes. We asked the professor, whom we interviewed both during and two years after the partnership began, about the origins of the show and its relationship with the University of Missouri, goals for the show, his role with the program, what was done well and what could be improved, and how other universities and TV stations could replicate the partnership. Students were asked how they got involved with the show, the roles they served, their expectations for their work, their experiences in the newsroom, what they learned, their thoughts on the show’s incorporation of digital tools, and suggestions for improving the student experience. As of fall 2015, “Stay Tuned” continued to be broadcasted on the Nine Network on Thursday nights.

Findings

Interviews with students, their professor, and Nine Network staff members revealed both benefits and challenges of engaging in an immersive model of newswork related to trustee networked journalism. Challenges manifested in the changing roles students fulfilled while working on “Stay Tuned,” learning new technology associated with show needs, and navigating different views of how show topics and sources should be cultivated. The show also presented opportunities for students to learn about and apply new tools that could expand the network and enhance the conversation associated with the show and its implications.

Changing roles

In navigating the culture of the Nine Network newsroom, students described obstacles they faced in fulfilling their duties for “Stay Tuned.” In particular, the students’ roles changed substantially during the course of their work, which they said revealed some of the internal challenges the staff as a whole experienced as they produced the new show. During the first few months of their involvement, the students were tasked with identifying show guests based on topics staff members provided. They specifically identified guests who would engage with the show via Google Plus Hangouts, or online roundtables involving participants from various locations. Staff members largely focused on using the Nine Network’s network of contacts when developing show topics and sources. Although staff members said this approach allowed them to find sources on complex or wide-reaching topics, accessing the network was largely dependent on leveraging existing connections. For example, staff member 2 said she connected with contacts at a local university and at the regional health commission when researching guests for a show on heroin usage. As a result, she said:

“When we pick the topic and I’m starting to feel like I have X amount of time to produce this show, I now have this network of people who can help me get my mind around it, who I know are good on TV and are reliable guests.”

For this staff member, the local network was a taken-for-granted aspect of the news-gathering process in that she had little time to prepare for a show but had a stable of willing people to contact. Student 3 suggested that although Nine Network staff asked students to use the network to identify show guests, the students ultimately did not have the knowledge of the community that was required to adequately complete the task, particularly on a short timetable.

As a result, the students later shifted their focus from identifying guests to exclusively

focusing on preparing guests to participate in the show via the Google Plus Hangouts. Student 2 said this role involved calling guests to gauge their interest, helping them establish a Google account, remaining in contact with them in the days before the show to ensure they would participate, and then conducting a “practice run” with them the day of the show. Students also “produced” the Hangout for the show’s duration, which required them to launch the Hangout when that segment of the show began. The students said they were largely new to the Google Plus Hangouts technology; however, they found ways to adapt during the course of their involvement with the show. For example, student 2 said she often worked with show participants who were older and not familiar with the Google Plus technology, which added to the time involved with preparing for the show. To ease these challenges, student 1 said the students created a Google Plus Hangout manual to assist “Stay Tuned” guests and other broadcast companies interested in incorporating the tool into their programming.

Expectations for newswork

Although the students expected to contribute to the work of the Nine Network, as outsiders, they could not engage the community as local journalists and therefore said they could not contribute to the local identity formation for which local news has been known (Kaniss 1991).

The Nine Network’s network played a key role in how the “Stay Tuned” program was developed. However, staff members and students expressed different views regarding the network’s function and value. Staff member 2 said show topics were “largely framed by the network of people that know these issues.” Similarly, staff member 3 said a focus on cultivating topics from the network could mean that although the network deemed a particular topic a crisis or epidemic, the viewing public might not see the topic in the same way. Staff member 3 said, “That is uncharted territory for us, navigating the balance between engaging that audience and what we see as a commitment to our community. There are sometimes issues that need to be elevated.” Therefore, as journalists, Nine Network staff navigated between addressing topics they felt necessitated coverage with considering the network’s view of the importance of events as well as the potential response of the show’s younger viewers. It was unclear, however, which perspective the staff members prioritized.

The students had diverging perspectives about the value and function of the network. Student 2 said emphasizing the network could hurt the show because, when students relied on the network, they recruited show participants who had already appeared on “Stay Tuned.” Student 2, though, also recognized the convenience of relying on guests who were already familiar with the show. She said, “They were people who were trained in the technology, they could give good sound bites and interviews. So, in a way, I’ve been thinking, it both benefited and hurt the show.” In this comment, the student addressed the challenge of balancing the norms of newswork, such as ensuring guests are “TV-ready,” with the need to present diverse perspectives, particularly regarding complex issues. The professor suggested that the initial goal of “Stay Tuned” was not only to leverage the station’s network but also to broaden it through connecting with partnering organizations’ constituencies. He said this emphasis was particularly successful with a program on St. Louis’ dropout rate:

“We need to ask those people for their friends and families to get deeper into the discussion, deeper into the community to enhance the discussion. I think we were remarkably successful with that. I was pretty pleased. So it was that kind of effort to find sources at the grassroots citizenry level.”

This focus on finding grassroots sources suggested an emphasis on extending beyond

elite sources to identify people directly affected by community challenges. A reliance on the network, however, might limit rather than encourage the inclusion of diverse voices.

The role of social media in broadening the network

Technology was also not always effective in broadening the network to external sources. Many individuals with whom the show engaged did not understand how to use the technologies employed on the show. The use of Twitter, Facebook, and Google Plus Hangouts provided opportunities for outreach but also limited involvement to those who were familiar with the tools. Sources of authority, the show producers, and the students were often capable of using these technologies, whereas those people who were affected by the issues the show sought to address faced challenges with applying the tools. In addition, some local voices did not have access to the Internet or other technologies that allowed them to engage fully with the show.

For example, student 2 cited a “Stay Tuned” episode focused on the mortgage-lending crisis for which reporters identified a woman who lost her home. This woman, student 2 said, likely did not have the Internet and may not have been able to participate in a Google Plus Hangout, but featuring her experiences as part of a show package diversified the perspectives presented. Thus, she concluded that the reported pieces were typically more effective in incorporating diverse voices than the live show. However, staff members said that by using Twitter, they found new sources and connected with local residents they would not have found otherwise. Although social media were often seen as advantages, the staff did state that many of their social media followers were limited to viewers and sources from previous shows.

The show’s multimedia producer, graduate student staff, and the in-house production team indicated an embedded fear about working with technology. This was demonstrated in staff member 1’s account of how staff members considered Google Plus Hangouts:

I think we’re a little afraid of technology not working. It’s not based on some sort of far-fetched reasons. I think if there’s a trust of putting the right system and process in place so it works, then we could actually use Google Hangout the way it’s intended.

Staff members had high expectations for the technology and its potential for incorporating diverse voices, but in actuality, it was implemented as a tool for conducting one-on-one interviews with local sources rather than roundtable discussions with sources from around the country. They had also aimed to use the Hangouts to interact with viewers, but the learning curve for the technology was difficult for non-users. As a result, they focused on using the technology with trained show guests. This tactic may stem from the newness of the technology and uncertainty about its function on a live news program. The professor also noted that social media usage did not always meet the initial expectations for the technology because of the time and effort involved with producing the show.

The reach of social media was limited to the network the Nine Network had previously established and connections viewers and staff members brought to that network. Because none of them was from the St. Louis region and they were all based more than 124 miles from the show studio, graduate students were not part of the established network in the St. Louis region. One student commented that seeing people “face to face” might have been more beneficial than online interaction with training show guests, but because of the distance between where the students were based and where the show was filmed (and where most of the guests lived), meeting face to face was not a possibility. The students discovered that no matter the quality of the technology, it was no replacement for operating in the same location.

Therefore the students could not connect to sources within the network as easily as staff

members, and social media were useful primarily for strengthening already existing connections. The professor suggested that external relationships might be strengthened by sending out social media messages weeks before the broadcast to “generate buzz, identify sources,” and “use that network for distribution of information about the subject beyond what the program could do in an hour,” rather than social media networks generating activity from those already watching the broadcast.

Suggestions for change

The students shared suggestions for ways to improve their involvement with the show. Student 1 said expectations for the students’ responsibilities should be made clear early on, such as what days they should visit the station. She said an initial training at the Nine Network would have also oriented the students more fully to their roles and the staff members’ expectations. She also suggested that student staff members should wait to get involved until after taking some prerequisite broadcast classes, rather than in their first semester of graduate school. Student 3 suggested developing an internship program that would allow students to visit the station more frequently so they would not consistently work remotely. This program would also help students to become part of the newsroom culture rather than feeling like outsiders. In terms of content, student 1 also expressed an interest in assisting Nine Network staff members with show topic selection. This assistance could help staff members identify topics and guests earlier. For example, student 2 said:

“Having a clear focus for what you want to talk about would have made it go much smoother because they would have known who to contact, how they’re affected, what research needs to be done, what statistics to include... and then also finding topics that flowed together and made sense to create something more fluid.”

This comment suggests that identifying guests earlier could create an overall cohesion for the show that would allow episodes to build on one another and potentially suggest clear directives for addressing city issues.

The professor said the partnership with “Stay Tuned” allowed students to become immersed in a sophisticated news organization and contribute to an innovative approach to television production. In particular, the students involved with producing social media for the show watched how elements, such as Tweets and Google Plus Hangout discussions, were incorporated into the live broadcasts. This integration also presented a challenge, however. As the professor said:

“The biggest challenge was also the biggest opportunity, and that was to go into a TV station that we didn’t know and didn’t control, that was very high quality and had very high standards, and try to integrate our learning into that environment, in a place that was not designed as a teaching facility.”

In this statement, the professor described the challenge of converting a professional newsroom into an educational lab for students. Further, the professor said that rather than assigning some students to produce social media and others to report for “Stay Tuned,” he recommended that all students focus on social media. He said this focus would also be effective for other universities aiming to implement similar programming designed to enhance public discussions of community issues.

Discussion

The use of the Nine Network’s “Stay Tuned” program as an educational lab for University of Missouri graduate journalism students presented both challenges and opportunities. Although the students said they were excited to get involved with a program focused on

reaching a young audience, integrating social media in an innovative way, and connecting with the community by addressing important topics, they were only minimally involved with the production of the show. Their roles evolved from identifying show guests and preparing them to participate in the show via Google Plus Hangouts to focusing exclusively on the Hangouts. This approach allowed the students to learn about a new tool and develop best practices for its usage in a broadcast setting. They also, however, expressed frustration that they had minimal time to learn the tool before deploying it for audience consumption.

These concerns reflect some of the challenges other universities have faced in preparing students for the realities of a changing newsroom. Although this focus previously referred to an emphasis on convergence as collaboration between print, broadcast, and online news outlets (Tanner and Smith 2007), in the case of “Stay Tuned,” convergence has integrated social media to connect with audience members and further the show’s goals. The staff members at “Stay Tuned,” like the professional editors addressed in previous studies, expected that students come to the newsroom with the necessary skills to work across platforms (Huang et al. 2006). However, the expectation to use cutting-edge convergence skills can be challenging, as many newer tools have not been taught in journalism programs.

Professors have also suggested that students receive opportunities to interact with audiences while developing their core skills (Condra 2006). At “Stay Tuned,” students engaged with community members through teaching them about the Google Plus Hangouts, but their interactions were limited by their lack of membership in the St. Louis community and in the Nine Network culture. As a result, a focus on training the students not only in technical tools but also the practices of the newsroom could teach them about news-creation processes and more fully incorporate them into newswork. This approach takes a more community-oriented focus, reflecting the tenets of connectivism (Boers et al. 2012), an approach to multimedia journalism education that considers the web as a site of community formation and students as aggregators and generators of content whose skills evolve. This model also supports the tenets of trustee networked journalism by identifying students as nodes in the communication network.

The students who worked with “Stay Tuned” recognized a need for the show to broaden its reach to under-represented segments of the community. This focus would involve extending beyond the show’s existing network to engage with individuals in the community directly affected by topics the show addressed. These responses from the students reflected an interest in the ideals of public journalism, which would involve actively promoting civic participation among all facets of the community (Haas 2000). Haas (2000) suggested that to teach public journalism, students should have opportunities to conduct surveys and interviews with community members to identify issues concerning them. For “Stay Tuned,” these surveys and interviews largely materialized through social media, providing audience members with a forum to share their concerns and views. Students, though, were not highly involved with audience members, representing perhaps a missed opportunity to encourage engagement. This practice could, as Mensing (2010) suggested, allow this audience to go from imagined to actual while allowing students to help fulfill journalism’s democratic function. The students might also gain additional insights into the role news organizations serve in local communities and the propensity they hold for affecting change at the grassroots level by empowering community members to get involved with pressing issues. This experience provides students not only with knowledge of journalistic practice but also how journalism works more broadly in society.

Students described challenges associated with the distance, both actual and perceived, between themselves and Nine Network staff members. Students expressed a desire for a formal training program in the newsroom that would allow them to engage with staff

members earlier and learn about the newsroom culture. Studies have shown that socialization plays an important role in journalists' acceptance of civic journalism. Students who worked for campus media thought more like regular journalists and similarly evaluated public journalism (McDevitt et al. 2002). If the students received more exposure to staff members' views on the value of public-affairs-focused reporting, they might take a more integral role in encouraging community engagement. Additional newsroom engagement could also allow students to apply practical knowledge and training while adjusting to the challenges of a real-life media environment (Mensing 2010). Staff members and instructors should focus on producing future journalists who can effectively function in a changing world of journalism (Becker et al. 1987; Mensing 2010) through hands-on instruction and training. This approach could situate "Stay Tuned" as a springboard for students to engage with their community and benefit from an established network while learning skills they can apply in a converged newsroom.

The main goals of "Stay Tuned" were to engage new voices and educate audiences about show topics. Trustee networked journalism seeks to use a traditional trustee model, with media managers and elites making decisions while incorporating the input of a broader, invested network of community members. The Nine Network aimed to bring new voices to discussions while maintaining relationships with previously established sources. However, by relying on an established network, the show more often reinforced existing relationships than invited new ones. Incorporating new actors into a network, however, can enhance storytelling in the digital age (Bentley et al. 2006; Littau 2007b) and empower citizens through offering them a voice on community issues (Glaser 2004). Social media also offer avenues for citizens to suggest story ideas, experience news events as a community, and engage in conversation (Carpenter 2008). Although the students were part of the trustee networked journalism model and the model was applied in creating the show and recruiting show guests, the show staff often relied too heavily on technology to create connections with audiences. Developing relationships with people is key to broadening a network and verifying information (Hermida 2012). The trustee networked journalism model can use social media as sources to connect new viewers with the show community, but they cannot be the sole sources for that community. Technology is also only as useful as the people using it, and training is often necessary to enrich a network (Hermida 2012; Schudson 2009).

Ultimately, "Stay Tuned" represented a notable case in which a university and a broadcast news organization partnered for the benefit of both students and the community the news organization serves. Based on the experiences of both students and staff members during the first year of the show's production, we offer the following suggestions for other institutions interested in adopting a similar approach to hands-on journalism instruction:

- 1) Implement a training program to teach students about the newsroom's culture, mission, and expectations for newswork. Make students' duties clear, and ensure they are prepared to enact their assigned roles.
- 2) Students should become immersed in both the newsroom and the community through prolonged and frequent visits and opportunities to engage with the news organization's audience through in-person and social-media-engaged interactions.
- 3) The university and news organization should align their goals and expectations at the onset of the program and meet continually to assess their progress in meeting goals.
- 4) Ensure that all participants are aware of and understand the tenets of trustee networked journalism, including their goals for content, community integration, and audience interaction and feedback.
- 5) Social media are key elements of trustee networked journalism; however, the effective

usage of social media requires a strategic plan for use and assurance that those overseeing the tools are familiar with the tools' limitations and capabilities.

Based on the above observations and the suggestions identified for journalists and journalists-in-training, trustee networked journalism provides a platform for the integration of technology and new practices alongside traditional journalism approaches. These suggestions will benefit the show as well as others interested in integrating news production, news literacy, and community collaboration.

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