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THE ROLE OF THE JOURNALIST IN MEDIA EDUCATION: WITNESS, EXPERT OR EDUCATOR?

A look at the new residence-mission of a journalist in the region Hauts de France

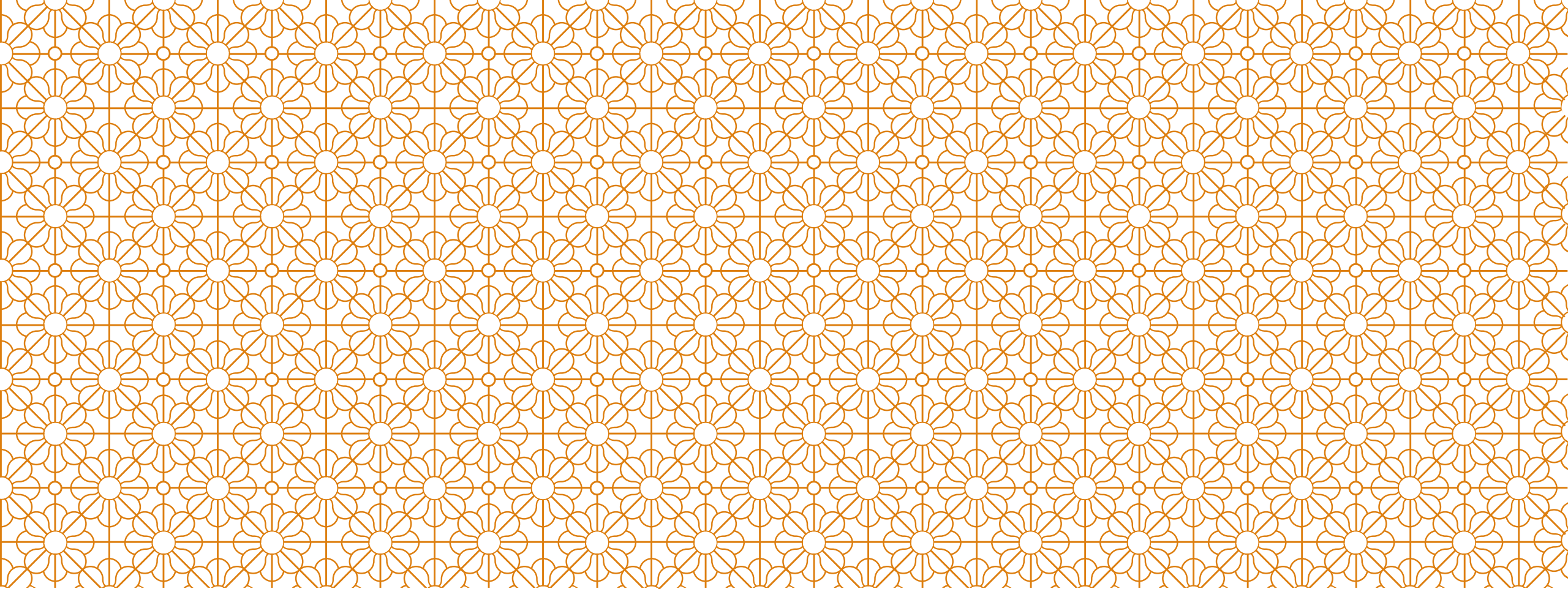
FRAMEWORK OF ANALYSIS

Analyzing a new apparatus (“dispositif”) dedicated to media education, launched in 2015, in France, called « residence-program », involving journalists :

- to grasp the diversity of uses according to the actors and to measure the prescribing character of the apparatus.
- to question the role of journalists in media education within this apparatus.

Methodology

Several qualitative methods : analysis of the discourse on and for the implementation of the apparatus by its actors (20 interviews including 5 journalists involved in the “residence-program”), discursive analysis of the documents accompanying the device, programmatic texts of the National Education on Information and Media Literacy, ethnographic observations



I. EXPECTED ROLE OF JOURNALIST WITHIN “RESIDENCE-PROGRAM”

Between critical thinking and
civic awareness

INFORMATION AND MEDIA LITERACY IN THE CONTEXT OF “RESIDENCE-PROGRAM”

The journalist is asked to "accompany" teams of local educational actors in order to promote "the best possible perception [...] of issues related to information and freedom of expression". (calls for application)

The “residence-program” will have as objective (call for application):

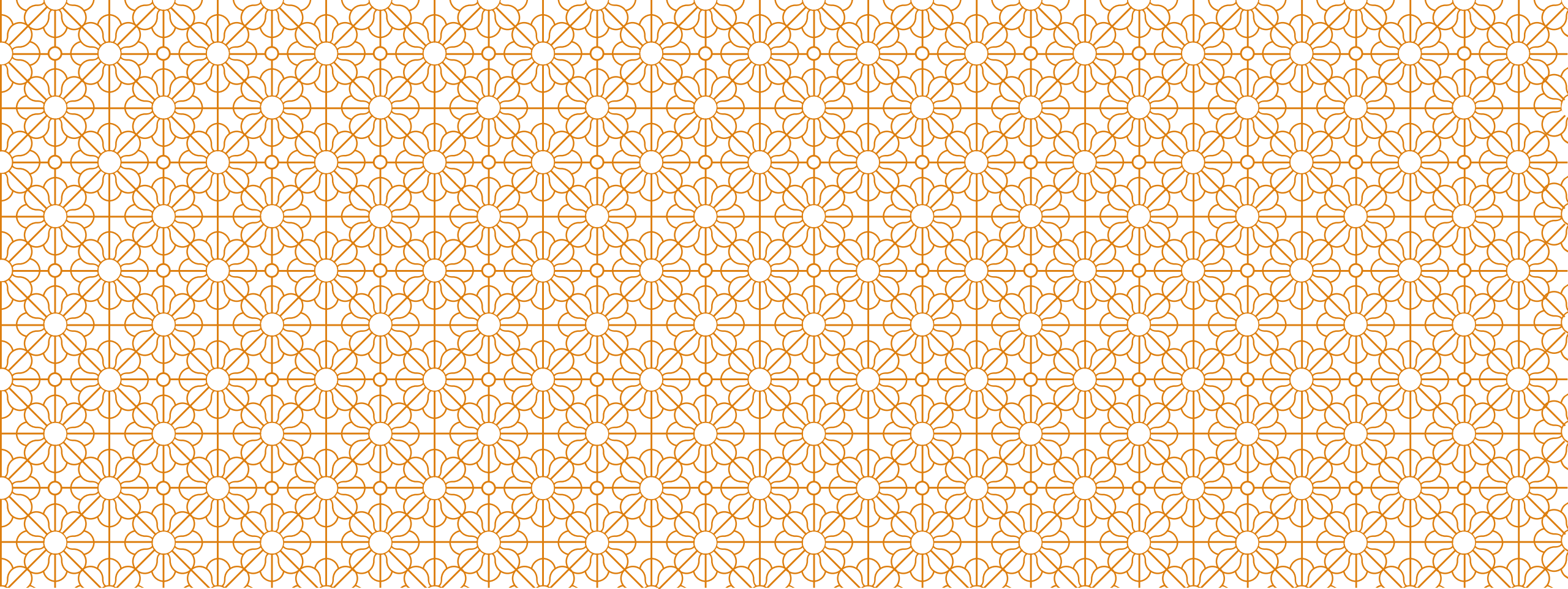
- to make discover the profession of journalist and its current problems,
- to increase awareness on the freedom of expression,
- to help understand how informations are produced,
- to encourage the development of a conscious and responsible practice of the various media, social networks and Internet.

THE ROLE EXPECTED OF THE JOURNALIST BY THE DIFFERENT INSTITUTIONS

One clear criterion for recruitment : the need to recruit a « real » journalist

- *"The ministry is based on the principle that we put professionals who know",* one DRAC 's (regional cultural affairs directorate) official

A second level and less clearly formulated criterion: practical experience of Information and Media Literacy.



II. THE ROLES OF THE JOURNALIST WITHIN “RESIDENCE-PROGRAM”

The journalists point of view

THE CHOICE OF THE “RESIDENCE-PROGRAM” AS A PROFESSIONAL OPPORTUNITY FACING THE DIFFICULTIES OF WORKING AS A JOURNALIST

Two categories of candidates : young journalists / journalists with a consistent professional background

- *"If I had not done this “residence-program” and the question is going to rest afterwards, I do not know what I'm going to do with my life. In the sense that I'm tired of being freelance. " (journalist 2)*

THE DESIRE TO REHABILITATE ALL JOURNALISTS AND MEDIA IN THEIR DEMOCRATIC ROLE.

A will to show people their professional constraints and difficulties in order to humanise their profession.

... Facing critical discourse on “media” and “journalists”

A strong attachment to the freedom of expression, to the need for independent media to guarantee democracy

➤ Redirecting young people towards a more nuanced critique of traditional media

TO BETTER UNDERSTAND THE MEDIA PRACTICES OF YOUNG PEOPLE AND TO CONTRIBUTE TO THE DEVELOPMENT OF CRITICAL THINKING

The device as a field of journalistic inquiry to better understand the relationship of young people to the media

- *"Sometimes they have been caricatured. It is a generation that checks nothing ... and when one arrives on the ground, one realizes that they do not start from nothing. It's not empty brains. They know how to do stuff."*(journalist 4)

Information and Media education as tools to help young people to understand the world, to make their own choices as citizens

ROLES EXPERIENCED: FIRST ELEMENTS OF ANALYSIS

- from simple witnesses to the expert,
 - from the moderator to the teacher.
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- "but I am not a teacher." (journalist 2)

CONCLUSION

Engaged in a prescription system journalists have negotiated with the expectations of the apparatus

What does the apparatus do to the journalist ?