



HANDOUT

Reflective practices in our newsroom

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Outline of the presentation

Nowadays, journalism is made together. In order to succeed as a journalist you have to be able to operate as a member of your team and justify your choices to colleagues and audience, which means that journalists must have abilities of reflective practice. Reflective practitioners question their own actions and learn from their experiences. We as journalism educators have to take into consideration that the working environment of journalists is more transparent and interactive than before. This is why reflective practice is highly cherished in the courses of journalistic work at our university.

Reflectivity is part of every stage of journalistic work. It is present in planning, execution, evaluation and development. Although our goal is to simulate authentic journalistic work, we have learned to stop activities and give time for reflection. In a reflective process the role of a teacher is to create suitable preconditions for learning, help to solve problems and support the growth of individuals and the collective. In turn, the role of student is to take the initiative at every stage of the working process. For example, a student is not solely the object of evaluation but it is expected that he or she reflects his/her own action and actions of others. Besides teachers and students, external experts, such as media scholars and professional journalists, are involved in our reflective practice. They give feedback about our actions and bring different kinds of stimulus into it.

Literature

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About the Speaker

Kari Koljonen, Dr.Soc.Sc, is working as a senior lecturer in the School of Communication, Media and Theatre at the University of Tampere. Currently, he is responsible for two BA-level courses: News journalism and Basics of journalism. His research interests include journalistic identity, professional ethos, reflective practice and media history. He has also worked as a journalist at regional and national newspapers.



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