

Information Use in Natural Habitats: A Comparative Study of Graduates in the Work Place in Ireland & Canada

Librarians' Information Literacy
Annual Conference
UCD, 21-23 March 2016

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Overview

- Genesis of collaborative research
- A look at the standards and literature
- Methodology and ways of working
- Analysis of findings
- Future directions

- ▼ Overview
 - Guidelines on using this tutorial
 - Key skills for journalists
- ▼ Getting Started with Nexis UK
 - Cover
 - The Who, What, Why & How of u...
 - Irish news content
- ▼ Searching Nexis UK News
 - Basic search
 - Connecting keywords
 - Take a Quiz
 - Organising results
- ▼ Advanced Searching
 - Search Tips Summary
 - Content analysis
- ▼ Other news resources
 - Irish Newspaper Archive
 - Irish Times Digital Archive
- ▼ Conclusion
 - Contact details

Key skills for journalists

Plan

Find

Evaluate

Draft +
create

Cite +
reference

Evaluate: appraising information for accuracy and relevance is a key skill for journalists

You should be able to:

- Summarise and synthesise the main ideas of the information gathered.
- Assess the credibility of the information gathered.
- Synthesise main ideas to generate new knowledge or story ideas.
- Compare new knowledge with prior knowledge to determine value added, contradictions, or other unique characteristics of the information.
- Validate knowledge of and interpretation of the information through dialogue with others.



LETSevaluate

Content adapted from the Association of College & Research Libraries: Information Literacy Competency Standards for Journalism Students and Professionals (American Library Association, 2011) [Standards in Full](#)



< PREV

NEXT >

COMM 3709 – Journalism Practice

Sources	Books	Statistics	Finding Sources	Copyright/Citation	Web/Twitter	Courses ▾	Research Methods
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COMM 3709 - Finding more out about sources

Why do research on your sources?

know their background - relevant and outside of current story

know their prejudices, economic connections/incentives

know the background in advance - ask more interesting questions

adds to your credibility

How can you research your sources?

Obvious and not so obvious places:

- [Google](#) - search their name in quotations - e.g. "paul brandt"
- Google's friends, [Google News](#) and if appropriate, [Google Scholar](#)
- [Wikipedia](#), but...
- Their organization(s)
- Other news sources

Social Media

- [Twitter Advanced Search](#)
- [Twitalyzer](#)
- [Social Mention](#)
- [Social Bearing](#)
- [#hashtags.org](#)

Librarian



Margy MacMillan

[Schedule an Appointment](#)

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What the Organisations Say

US, UK, and EU standards include aspects of IL e.g.
European Journalism Training Association Tartu
Declaration:

The competence to find relevant issues and angles

The competence to gather information swiftly



Literature Review

- ILI for Journalism - Diekerhof 2013; MacMillan 2014
- Workplace ILI - Hicks 2015; Head 2016
- What Journalists Actually Use - Agarwal & Barthel 2013; Zeller & Hermida 2015



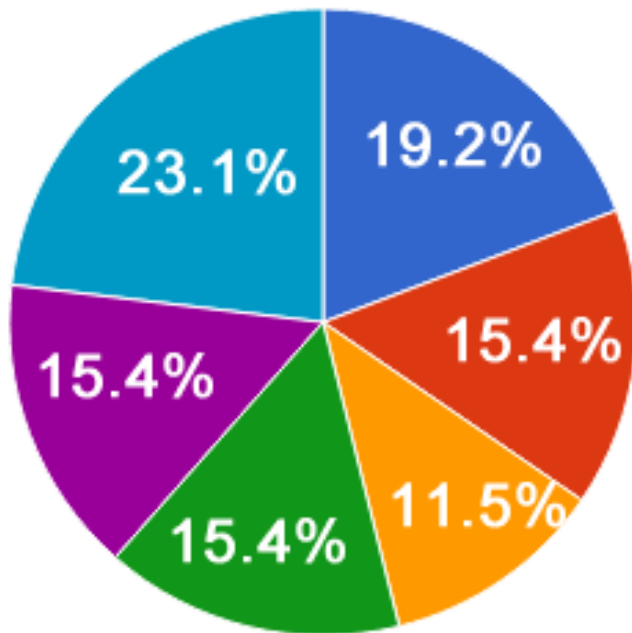
Methodology

- Ethics Approval
- Access to population sample
- Verifying instrument with journalists
- Data collection
- Data Analysis

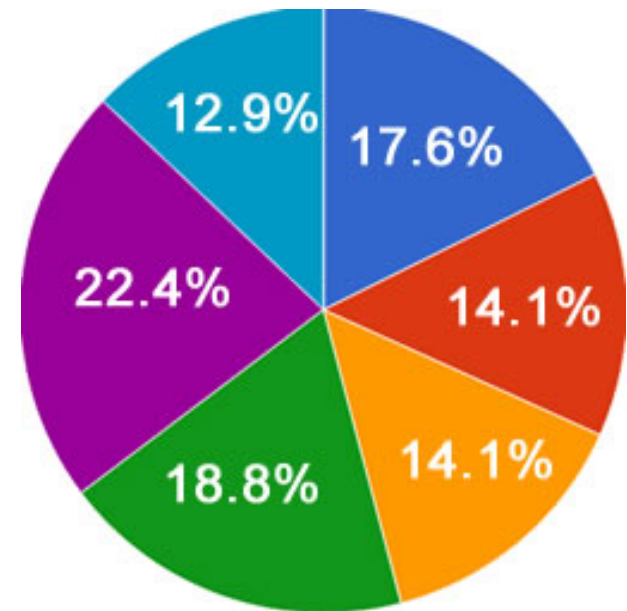


Year of Graduation

DCU



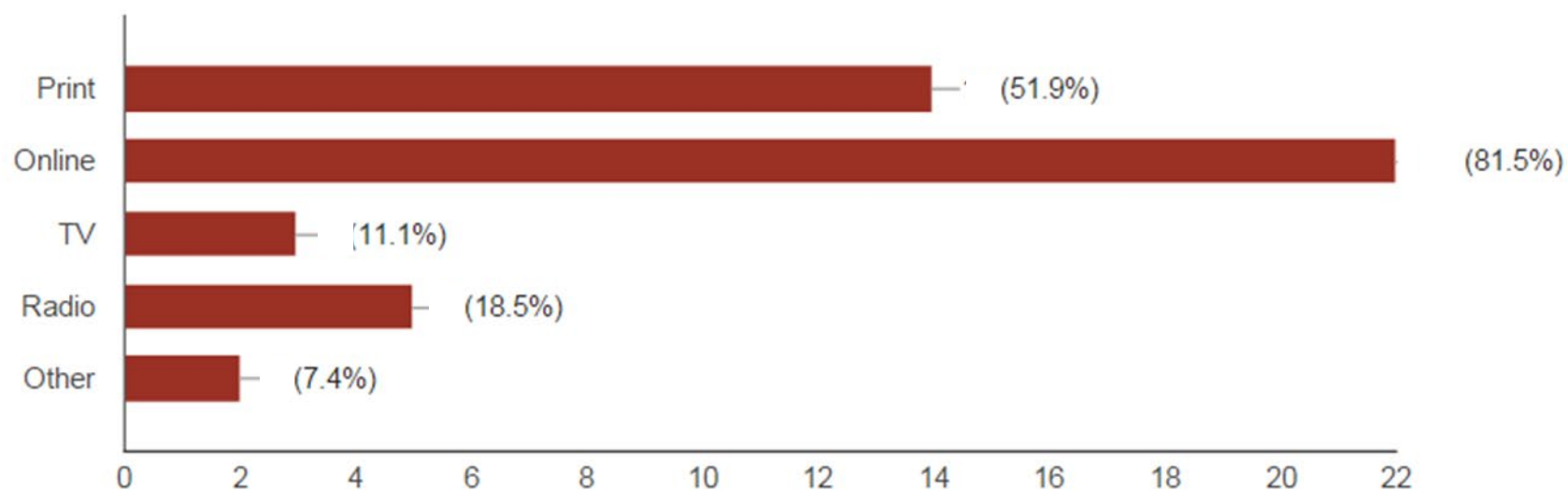
MRU





DCU

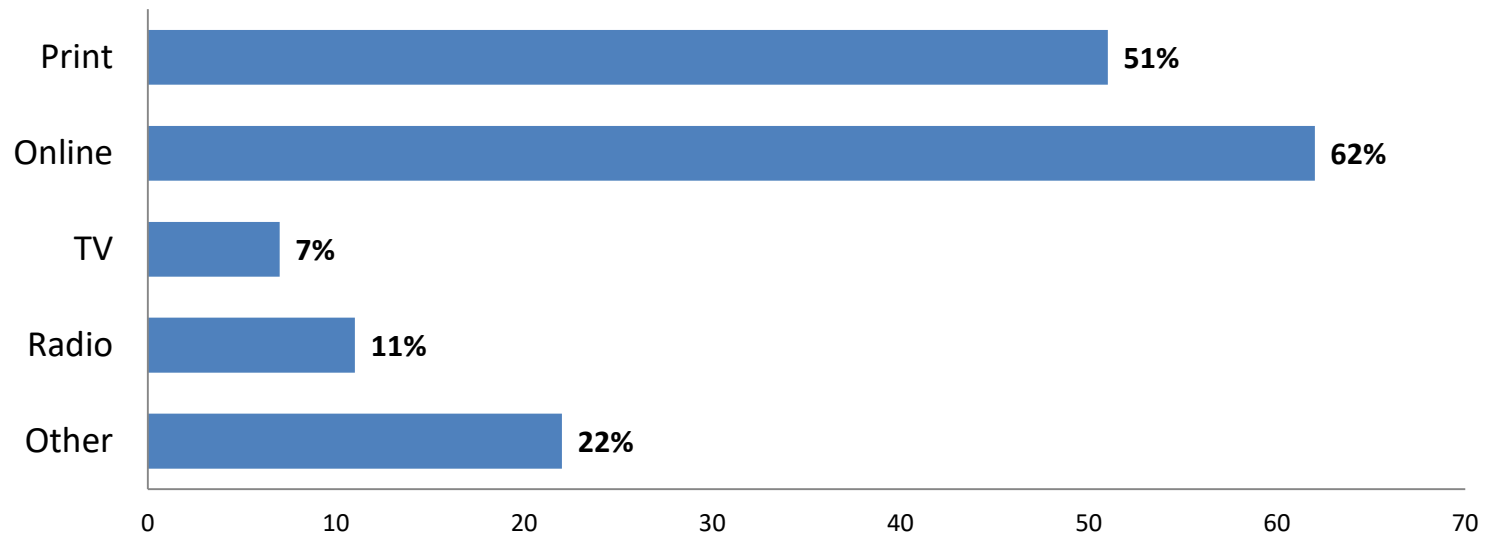
I work in this format (please select all that apply):





MRU

I work in this format (please select all that apply)





Finding 1: Verification of information remains a substantial challenge for journalists

“Resisting what the internet throws up, which is rarely, rarely the real story ”

“In the digital age, everyone and their dog can publish content and call themselves "experts." There are pros to having the world of information at your fingertips, but it can prolong the research process - that is if you're not the most experienced researcher or if you have strict guidelines for the kind of sources you can or cannot use”

“Trying to verify breaking news on Twitter and other social media sites can be a challenge”



Finding 2: Journalists are expected to produce several articles a day and this impacts finding and verifying sources

“Investigative/research-based work is being pushed aside, and many print/online journalists could be expected to churn out five or six stories a day. This obviously impacts on the amount of research they can do”

“So much of journalism (especially by recent JR graduates/those in junior roles) won't actually involve much research, and is generally more instantaneous and reactive”



Finding 2: Journalists are expected to produce several articles a day and this impacts finding and verifying sources

“You can't properly find information if your every day tasks take up every minute of your day”.

“Speed. There's no real secret about where to get information anymore, it's how quickly you can source it!”

“Lack of time available to do in-depth analysis was always my issue. I was never told not to cover a story but even the very best editors could not re-allocate my coworkers to free up enough time to allow us to work on research heavy stories.”

Spotlight on Sources

(Finding 3)



Sources we currently teach

	DCU	MRU
News	<ul style="list-style-type: none">• Nexis UK• Irish Times Digital Archive• Irish Newspaper Archive	<ul style="list-style-type: none">• Canadian Newsstand• Calgary News• Google News
Data	<ul style="list-style-type: none">• Fame (company)• Passport (market research)• OECD iLibrary• CSO (statistics)	<ul style="list-style-type: none">• StatsCan• Associations
Other	<ul style="list-style-type: none">• Communications & Mass Media Complete• Google	<ul style="list-style-type: none">• CanLII (legal)• Social Media• Google• Google Scholar



Over to You

How do you think our graduates answered these questions?

1. What were the top 5 sources used?
2. Since graduating, have you participated in further training in searching for information?



Top 5 sources used for a standard story

DCU

1. Twitter
2. Google*
3. Reports from News Orgs.
4. Press Releases
5. Facebook/My Organization

MRU

1. My Organization
2. Reports from News Orgs.
3. Facebook
4. Other Organizations
5. Twitter



Top 5 sources used for a story that took 1 day +

DCU


1. Reports from News Orgs.
2. Google*
3. Other Organisations
4. My Organisation
5. Twitter


MRU

1. My Organization
2. Other organisations
3. Reports from News Orgs.
4. Press Releases
5. Org. Reports/ Govt. Sites



Use of Sources (%)

	Standard story	1+ days story
Twitter	78	32
Google	67	52
News/media outlets	60	60
Press releases	52	28
My org.s internal archive	48	40
Facebook	48	24
Other org. sites	37	40
Government sites	22	16
News databases	19	24
Organisational reports	19	16
Phone book	19	16
Statistical sites	15	28
Financial/bus. databases	11	16
LinkedIn	11	4
Academic databases	7	28
Courts databases	4	8

	Standard story	1+ days story
News/media outlets	81	69
Press releases	63	36
Facebook	63	19
Government sites	63	6
Twitter	56	31
Other org. sites	56	31
My org.s internal archive	50	19
Organisational reports	31	25
Statistical sites	31	25
LinkedIn	13	6
Phone book	13	6
Academic databases	6	6
Courts databases	0	19
News databases	0	13
Financial/bus. databases	0	6
Google	0	0



Most Important Source

DCU

1. Twitter
2. Press Releases
3. Phonebook
4. My Organisation
5. Reports from News Orgs.

MRU

1. My Organization
2. Twitter
3. Facebook
4. Reports from News Orgs.
5. Press Releases/Statistics



DCU: most important source

Press releases

My organisation's internal archive - my job is to fish through the BBC Archive and present it to an online audience so I rely heavily on footage the BBC has at its disposal.

Phonebook - social media is fantastic in terms of falling across a good story, but it pays to ring people constantly to find out information.

Google, because it really combines everything above

internal archive - already researched and correct info.

Contacting real people is of primary importance; official databases can be supplementary; I am aggressively ambivalent about the use of social media for sourcing

Phone book. A story isn't a story without a quote.

Reports from news/media sites as relaying these to officials is a key facet of my job.

Twitter is great for breaking news, TV3's internal archive I would use on a daily basis for archive footage etc.

National newspapers as it's easy to discover relevant experts in an area by reading previous publications... then asking them for recommendations when talking to them etc.

Press releases. Gives you direct line with the company/person involved. Your own contacts are very important but can be built up originally using pressers

Phonebook, direct and fast information

Google - its reach and speed is imperative

Statistical sites. Excellent for getting original stories through comparisons with different time periods, products, or organisations.

MRU: most important source

Twitter is a great way to get news stories, see what people are talking about and find verifiable sources.

Internal archives. We built a large body of research and work we like to link back to.

Phone book - nothing gives me a better interview, or clarifies information as easily, as a phone call to someone.

Reports from news/media outlets and statistical sites. I need my information to be as current and relevant to Calgary as possible. I also rely on statscan because it is accurate and dependable.



Finding 4 – reliance on social media as both source & communication tool

“Twitter because it's an information network and does breaking news very well. I also use it to find people and request interviews.”

“Real time information. Contacts on the ground in incident areas across the globe, sharing info and content to the world as it happens. Being on social means they are readily contactable and will reply in a quicker time than someone would to phone or email”

“They [Twitter and Facebook] lead you to sources that are usually untapped and stories not yet told”

“News tends to break on Twitter, you can be very early to a story and use that as your starting point”

“Twitter - it's so immediate and I think crowdsourcing is really important now”



Finding 5 – none of the respondents had participated in IL training since graduating

DCU: 22% had training including:	MRU: 23% had training including:
Digital marketing	Reuters Institute on multimedia storytelling
Internally by news organisation	Advanced Photography
Video & mobile journalism	WordPress
Press Association Course	Public Relations Association seminars
Further third level programme	Digital Communications Strategies
Final Cut Pro	Statistics course
NUJ freelance workshops	Mag. Publishers Association course



What does the data tell us about the local Canadian and Irish context?

- MRU grads are less likely to be working in journalism
- DCU grads rely heavily on social media – to identify sources and communicate
- MRU grads identified reduced access to reliable government info as a challenge
- Occupation affects sources used – higher use of internal archive for non-journalist positions

Over to you – individual task

Thinking of YOUR teaching discipline and the related careers your graduates pursue....

What 3 questions would YOU ask about sources used in daily professional practice?



Recommendations

1. Verification: help students to develop habits that get better information in the first place, and strategies for verification: triangulation and collecting 'trusted sources'
2. Time: students require efficient strategies in 24/7 world - harness this to promote the role of IL
3. Sources : engage faculty on the variation in use of sources for standard/frequent versus in-depth work



Recommendations

4. Further training: students need to develop self-teaching strategies. Include learning activities where they can harness tools to help them stay current, learn new skills
5. Social media: identify where in the curriculum students are learning how to deploy them – is there a gap?
6. Mismatch – librarians need to retool and develop familiarity with resources and work patterns



Action Plan

- Harness our findings to improve IL curriculum in partnership with faculty
- Ensure students are equipped with appropriate skillset to upskill themselves in their careers in and beyond journalism
- Ensure we top up our skillset to keep up to date with current journalistic practice eg. data visualisation
- Future research: interviews/focus groups to tease out survey findings



Research Benefits

MRU

- Using data for programme review
- Using data to realign ILI with professional practice
- Considering data in light of ACRL Framework

DCU

- Re-establishing connection with alumni community
- Building cross campus relationships
- Feeding into future institutional research

Skills & Tools Survey for Working Journalists

- Gender:** ☐ Male ☐ Female ☐ Prefer not to say
- Age Range:** ☐ under 25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56-65 ☐ 66+
- Which kind of media outlet do you primarily work for?**

<input type="checkbox"/> Daily newspaper <input type="checkbox"/> Weekly Newspaper <input type="checkbox"/> TV <input type="checkbox"/> Radio	<input type="checkbox"/> Magazine <input type="checkbox"/> News Agency <input type="checkbox"/> Online-only Publication <input type="checkbox"/> Other: _____
--	--
- Position/Role:** _____
- Please indicate your primary beat/area of expertise:**

<input type="checkbox"/> Politics <input type="checkbox"/> Finance <input type="checkbox"/> Courts/Police <input type="checkbox"/> General Reporting <input type="checkbox"/> International	<input type="checkbox"/> Education <input type="checkbox"/> Science/Technology <input type="checkbox"/> Health <input type="checkbox"/> Culture <input type="checkbox"/> Other: _____
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- How would you rate your experience/understanding of the following skills areas?**

	Extensive Experience	Some Experience	No Experience	Don't Know
<i>Audience Engagement Skills</i> (e.g. interpreting audience data, monitoring engagement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Business & Entrepreneurial Skills</i> (e.g. knowledge of revenue streams, advertising, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Computer programming skills</i> (e.g. writing code using JavaScript or Python)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Data & Statistical Skills</i> (e.g. working with and analysing data sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Multi-media skills</i> (e.g. working with sound, image, & video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Thank You

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Source: <https://www.flickr.com/photos/safetylast/3909869662>

Survey for Information-seeking behaviours of journalism graduates study.

#	Question	Type
1	Year of graduation from the MRU Journalism program: (e.g. 1982)	Multiple Choice 2010; 2011; 2012; 2013; 2014; 2015
2	I am (Please check all that apply):	Multiple Checkbox Freelance; I am employed by an organisation (or more than one organization)
3	My current job title is: (e.g. sports reporter; communications coordinator, etc)	Long Answer
4	My role is primarily concerned with (please check all that apply):	Multiple Checkbox News; Current affairs/Politics; Features; Business; Sports; Foreign ; Arts/Entertainment; Opinion/Editorial; Corporate communication; Advocacy communication; Nonprofit communication; Political communication; Other
5	If you checked Other, please explain	Long Answer
6	I mainly produce (please check all that apply):	Multiple Checkbox Articles; Features; Documentaries; Reports; Press releases; Internal communications documents; External communications; Other
7	If you checked Other, please explain	Long Answer
8	I work in this format (please check all that apply):	Multiple Checkbox Print; Online; TV; Radio; Other
9	If you checked Other, please explain	Long Answer
10	The audience for my work is primarily	Multiple Checkbox Local; National/International; Other
11	If you checked Other, please explain	Long Answer
12	From the following list please check the top 5 sources you used in the last month.	Multiple Checkbox - My organisation's' internal archive,- Other organizations' sites, - Reports from news/media outlets,- Press releases,- Organisational reports - Financial/business databases,- Academic literature databases, -News databases, - Courts databases,- Statistical sites, - government sites, -

		Google Scholar, - Google -Twitter, - Facebook, - LinkedIn, - Phone book, - Other directories,- Other (please specify)
13	If you checked Other, or Other article databases, please explain	Long Answer
14	Which of the 5 sources you checked do you consider most important and why?	Long Answer
15	Thinking of the most recent work which took more than one day to work on, which resources did you use to help with the research? (Check all that apply)	Multiple Checkbox - My organisation's' internal archive,- Other organizations' sites, - Reports from news/media outlets,- Press releases,- Organisational reports - Financial/business databases,- Academic literature databases, -News databases, - Courts databases,- Statistical sites, - government sites, - Google Scholar, - Google -Twitter, - Facebook, - LinkedIn, - Phone book, - Other directories,- Other (please specify)
16	If you checked Other, or Other article databases, please explain	Long Answer
17	How many stories that take more than one day to work on would you work on in a typical week?	Long Answer
18	How many stories that take more than one day to work on would you work on in a typical month?	Long Answer
19	Since graduating, have you participated in further training in searching for information. If so, please provide details including title of programme or resource, and provider:	Yes/No and Long Answer
20	I believe the biggest information-seeking challenge facing journalists is:	Long Answer

Information Use in Natural Habitats: A Comparative Study of Graduates in the Work Place in Ireland & Canada

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Librarians' Information Literacy Annual Conference
UCD, 21-23 March 2016

Background: Two librarians, interested in what happened after graduation – what did graduates of our journalism programmes actually use to find the information they need for professional purposes.

Survey: <http://bit.ly/jgradsurvey>

Population:

MRU: 84 responses from 2010-2015 graduates; 16 working in journalism, most in other communications roles

DCU: 32 responses, almost all working in journalism

Finding 1: Verification of information remains a substantial challenge for journalists

Finding 2: Journalists are expected to produce several articles a day and this impacts finding and verifying sources

Finding 3: Spotlight on Sources

How do you think our graduates answered these two questions?

❖ From the following list please check the top 5 sources you used in the last month

<input type="checkbox"/> My organisation's internal archive;	<input type="checkbox"/> Statistical sites;
<input type="checkbox"/> Other organizations' sites;	<input type="checkbox"/> Government sites;
<input type="checkbox"/> Reports from news/media outlets;	<input type="checkbox"/> Google;
<input type="checkbox"/> Press releases;	<input type="checkbox"/> Google Scholar;
<input type="checkbox"/> Organisational reports;	<input type="checkbox"/> Twitter;
<input type="checkbox"/> Financial/business dbases (e.g. Bloomberg);	<input type="checkbox"/> Facebook;
<input type="checkbox"/> Academic lit dbases (e.g. Comm. and Mass Media Complete);	<input type="checkbox"/> LinkedIn;
<input type="checkbox"/> News dbases (e.g. UKPressOnline or Canadian Newsstand);	<input type="checkbox"/> Phone book;
<input type="checkbox"/> Courts databases;	<input type="checkbox"/> Other directories;
	<input type="checkbox"/> Other (please specify)

❖ Since graduating, have you participated in further training in searching for information?

Most Important Source

DCU

1. Twitter
2. Press Releases
3. Phonebook
4. My Organisation's Internal Archive
5. Reports from News Organisations.

MRU

1. My Organization's Internal Archive
2. Twitter
3. Facebook
4. Reports from News Organisations.
5. Press Releases/Statistics

Finding 4 – reliance on social media as both source & communication tool

Finding 5 – none of the respondents had participated in IL training since graduating

Recommendations:

1. Verification: help students to develop habits that get better information in the first place, and strategies for verification: triangulation and collecting 'trusted sources'
2. Time: students require efficient strategies in 24/7 world - harness this to promote the role of IL
3. Sources : engage faculty on the variation in use of sources for standard/frequent versus in-depth work
4. Further training: students need to develop self-teaching strategies. Include learning activities where they can harness tools to help them stay current, learn new skills
5. Social media: identify where in the curriculum students are learning how to deploy them – is there a gap?
6. Mismatch – librarians need to retool and develop familiarity with resources and work patterns

Action plan

- Harness our findings to improve IL curriculum in partnership with faculty
- Ensure students are equipped with appropriate skillset to upskill themselves in their careers in and beyond journalism
- Ensure we top up our skillset to keep up to date with current journalistic practice eg. data visualisation
- Future research: interviews/focus groups to tease out survey findings

Discussion/Homework:

- ❖ What 3 questions would YOU ask about sources used in daily professional practice?