Youth on the Move: A Multicultural European Online Magazine in a Global Media Environment

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Abstract: Youth on the Move started as a three-year project 2013-2015 between 4 partner institutions in the Netherlands, Germany, Turkey and Norway. Students and staff in media-related disciplines from the four countries set out to develop an online magazine to cover issues such as education, employment and mobility. The project is financed by the European Union, as part of the EU2020 smart growth strategy. It is organized as a series of annual intensive programmes, or IPs, held in February each year in one of the partner countries. This paper is divided into two parts. Part 1 outlines the EU2020 strategy, the project and partner institutions and the first IP in Amsterdam in February 2013. We also consider theoretical and practical aspects of online magazine narratives in today's multimedia global environment, and introduce student productions from Youth on the Move. Part 2 analyzes the outcomes of the first IP held in Amsterdam in February 2013, based on student evaluations and interviews with staff. A brief note is added on the recently completed second IP in Oslo in February 2014. Finally, changes in EU higher education policy that will affect the third IP in Stuttgart in 2015 are taken into account.

Keywords: Youth, online magazine, cross-media narratives, global media, innovation, education, mobility

1. Part 1: Project Initiation

1.1. EU2020 and Flagship Initiative Youth on the Move

Europe 2020 (abbreviated to EU2020) is the growth strategy of the European Union projected until 2020. The overall goal for the 28 EU member states is to become a smart, sustainable and inclusive economy with high levels of employment, productivity and social cohesion. To attain this, five specific objectives – on employment, innovation, education, social inclusion and climate/energy – are to be achieved by 2020. While each of the 28 member states have their own national targets in each of the five areas, concrete actions at EU and member state level are designed to reinforce the strategy.

Within EU2020, Youth on the Move is one of several flagship initiatives. Launched in 2010, it consists of a comprehensive package of policy initiatives on education and employment for young people in Europe. Youth on the Move aims to improve young people's education and employability, to reduce high youth unemployment and to increase the youth-employment rate – in line with the wider EU target of achieving a 75% employment rate for the working-age

population (20-64 years). These targets are to be attained through: a) making education and training more relevant to young people's needs; b) encouraging more of them to take advantage of EU grants to study or train in another country and c) encouraging EU countries to take measures simplifying the transition from education to work (European Commission, 2013a, b).

The EU embraces considerable diversity regarding media systems (Terzis, 2007). The 4 partner institutions – Amsterdam University of Applied Sciences, Stuttgart Media University, Istanbul Bilgi University and Oslo and Akershus University College of Applied Sciences – had worked together for several years before meeting in Stuttgart in October 2011 to discuss a joint EU/IP application, suggested by Amsterdam. The cooperation between the partners prior to this had involved mostly student and staff exchanges in media-related disciplines, especially Media and Communication Studies, Journalism and Information and Knowledge Management. In the EU/IP, each partner contributes lectures in areas where they have special expertise, and the partners share a common interest in the EU and the EU media scene.

Only two of the partner countries – the Netherlands and Germany – are EU members. Although Norway on two occasions (1972 and 1994) has voted to stay outside the EU, Norway has extensive political, financial and scientific relations with the EU. Financially, Norway contributes fully to EU programmes in science and research. Turkey, however, has somewhat strained relations with the EU and has for many years in vain attempted to become a member of the EU.

Amsterdam University of Applied Sciences (AUAS) numbers 43,000 students, 3,200 staff, 7 schools and offers more than 80 BA and MA programs. The main unit involved in the EU/IP is The School of Design & Communication which has six sub-units: Amsterdam Fashion Institute; Communication and Multimedia Design; Information Technology and Computer Science; Business IT & Management; Media, Information and Communication; Communication Management. The focus of AUAS is on competence-based and innovative education, a professional orientation and applied research and it has strong links with Amsterdam and surrounding area. AUAS acts as network administrator in the EU/IP Youth on the Move. The Dutch lecture contribution to the EU/IP centers on intercultural communication and production assets.

Stuttgart Media University (SMU) numbers 4,000 students and 400 staff, 3 faculties, 15 BA and 6 MA programs, including BAs in Cross-Media Journalism; Media Management; Mobile Media, and MAs, e.g. in Computer Science and Media; Electronic Media, Print and Publishing. SMU values its expertise in printed media to electronic media, from media theory to media production, from media design to making media available. In the EU/IP, the German lecture contribution centers on concept ideas, marketing and media asset management.

Oslo and Akershus University College of Applied Sciences (HiOA) has 17,000 students and 1,850 staff. HiOA is Norway´s largest state university college and aims to achieve university status by 2017. HiOA has 50 BA, 25 MA and 6 PhD programs, including some taught in English. The Department of Journalism and Media Studies is part of the Faculty of Social Sciences. In the EU/IP, the Norwegian lecture contribution focuses on editorial management and news writing.

Istanbul Bilgi University (IBU) numbers 12,000 students, more than 800 academic staff, 6 faculties, 4 institutes, 4 schools, 2 vocational schools, and 52 BA, 42 MA and 15 associate

degree programs, including MAs in Media and Communication Systems, Film and Television. IBU has 5 centres and schools: the Graduate School of Social Sciences, Graduate School of Natural and Applied Sciences, European Institute, Institute of Health Sciences, Institute of Information and Technology Law. The Turkish lecture contribution is in photo and visual storytelling.

By working together across geographic, national, cultural and linguistic boundaries, students, teachers and administrators from the 4 partners gain insight into many of the issues in contemporary intercultural studies, such as cultural values, cross-cultural management, intercultural conflicts and not least intercultural synergies (Neuilip, 2014).

1.2. Intensive Programme Format

The EU/IP format is a ten-day intensive programme with minimum 8 hours of work each day except weekends. The focal point of this EU/IP was to launch an online magazine for youth issues. The planning envisaged a three-year cycle with an annual 10-day gathering in February each year, beginning win Amsterdam in 2013, then Oslo in 2014 and finally in Stuttgart in 2015. With four partners and three venues, there was some discussion whether or not to arrange an IP in Istanbul. The Turkish partners preferred having the EU/IP in the other cities. At the Stuttgart meeting in November 2011, it was decided to go ahead with the application and that Amsterdam University of Applied Sciences, which had proposed the idea, should be the network coordinator. The magazine, to be called *Youth on the Move,* would also be domiciled in the Netherlands and adhere to Dutch law as well as observe the Netherlands Press Council code of ethics (Amsterdam University of Applied Sciences, 2013). In practical terms these decisions meant jointly writing the application over the next months and that the network administrator – the Amsterdam University of Applied Sciences – should submit the application in February 2012 to Netherlands Organisation for International Cooperation in Higher Education (NUFFIC), which is the Dutch national organization for international cooperation in higher education. Netherlands Organisation for International Cooperation in Higher Education (NUFFIC) works closely with the Dutch Ministry of Education, Culture and Science and The Dutch Ministry of Foreign Affairs.

While waiting for an answer, several of the key participants in the project wrote a joint scientific article, which elaborated on the topic of multimedia online publishing. This process proved invaluable in the project since it sensitized the co-authors to other partners' perspectives and also drew them closer together as a team. The article was presented at the International Conference on Communication, Media, Technology and Design (ICCMTD) conference in Istanbul, Turkey in May 2012 and subsequently published in the Online Journal of Communication and Media Technologies (Boers, Ercan, Rinsdorf and Vaagan 2012).

IP Schedule   LR   20.09.2012

Day	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Date	17.02.2013	18.02.2013	19.02.2013	20.02.2013	21.02.2013	22.02.2013	23.02.2013	24.02.2013	25.02.2013	26.02.2013	27.02.2013	28.02.2013	01.03.2013	02.03.2013
9 a.m.	Arrival	Kick-off	Product Strategy	Editorial Management	News-writing	Story-telling	Leisure	Leisure	Design	Technology	Market Research	Distribution	Presentation	Departure
11 a.m.			Concept Ideas	Concept Ideas	Investigations	Investigations			Investigations	Investigations	Production Assets	Production Assets	Presentation	
1 p.m.		Lunch	Lunch	Lunch	Lunch	Lunch			Lunch	Lunch	Lunch	Lunch	Lunch	
2 p.m.	Arrival	Bonding	Newsroom Set-up	Concept Ideas	Investigations	Investigations	Leisure	Leisure	Workshop Media Asset Management	Production Assets	Production Assets	Final Editing	Evaluation	Departure
4 p.m.		Bonding	Newsroom Set-up	Pitch Concept	Investigations	Investigations			Workshop Media Asset Management	Production Assets	Production Assets	Final Editing	Staff Meeting	
6 p.m.					Feedback	Feedback			Feedback	Feedback	Feedback	Feedback		
7 p.m		Dinner	Dinner	Dinner	Dinner	Dinner			Dinner	Dinner	Dinner	Dinner	Dinner	
8 p.m.		Common Activity	Concept Ideas	Additional Groupwork	Additional Groupwork	Common Activity			Additional Groupwork	Common Activity	Additional Groupwork	Final Editing	Launch Event	

Lecture
Lecturer Session
Groupwork

Figure 1. Work Schedule for EU/IP in Amsterdam February 2013 (Courtesy: Lars Rinsdorf)

In late June 2012, NUFFIC made public that the project had received funding of approximately 28,000 Euros for the first EU/IP to be held in Amsterdam in February 2013. With hindsight, it has been an advantage that two important EU member countries – the Netherlands and Germany – interacted with two non-member countries to form an interesting consortium. The funding from the EU meant that preparations could now start in earnest to bring together 24 students and 8 teachers for an intensive programme in Amsterdam where the online magazine *Youth on the Move* was to be launched. A second planning meeting was arranged in Stuttgart in November 2012, coinciding with the first ever International Day of Stuttgart Media University. At this meeting, we agreed on the structure for the first EU/IP in Amsterdam (Figure 1).

During the autumn term of 2012 each of the 4 partner institutions selected 6 students for the EU/IP project. These were all from the 3rd or 4th year in media-related undergraduate programs. The process took longer time in some partner institutions than in others. Stuttgart Media University had arranged a freeware Moodle platform where students could interact and present their essays, interviews and joint country profiles. In late September, Stuttgart Media University had recruited 6 female students from the 3rd year course in Media Economics. The other 3 institutions needed more time to identify participants and these were only enlisted in November. From Istanbul Bilgi University, 2 male students and 4 female students all in their 3rd year and studying Film, Video and Photography, took part. From Amsterdam University of Applied Sciences, 6 students were supposed to take part but two dropped out, leaving 4 students (two females and two males) from Information and Knowledge Management. From Oslo and Akershus University College of Applied Sciences, 6 female students took part, five from Media and Communication Studies. The sixth participant was the co-author of this article, Ekaterina Pashevich. During the autumn of 2012 she spent part of the term at Oslo and Akershus University College of Applied Sciences following a course by the other co-author of this article. She completed her 4-year BA in journalism at Moscow State Institute of International Relations (MGIMO) in the summer of 2013, specializing in Norwegian Media and Language and is currently an intern with *Russia Today*.

In preparing for the first EU/IP in Amsterdam, students in addition to the Moodle platform also used social media to interact, especially Facebook. Students were required to interview each other and publish the interviews plus write essays on the topics that their teachers would be giving. For the participants from Norway, this meant writing essays on editorial management and news writing. In addition, students from each country were required to write a joint country profile of their country with special focus on the media scene.

Figure 2. Visualizing Student Competencies and Area Preferences (Photo: R.Vaagan)

When the students eventually met in person in Amsterdam in February 2013, they already knew each other to some extent. This made it easier to break barriers and interact socially and professionally. In Amsterdam one of the first things that needed to be organized was the election of student editors and formation of teams of journalists. This meant that interests and competencies had to be visualized (Figure 2).

Figure 3. The Four Elected Student Editors Discussing with Student Reporters
(Photo: R.Vaagan)

It was agreed that students from each country should elect an editor and the editorial team was composed of 4 student editors (Figure 3). The remaining students were organized into journalist teams according to their interests and which fields the editors decided to prioritize. There was some discussion before agreement was reached on employment and mobility as the main editorial focus (Figure 4). These topics are consistent with the EU2020 programme.
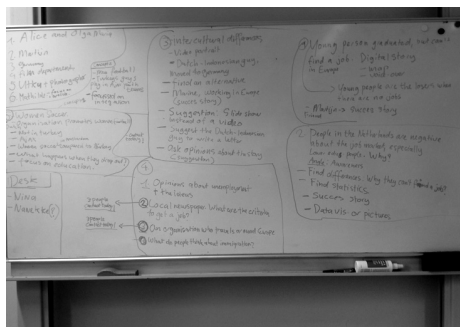
Figure 4. Planning News Desk Focus and Responsibilities (Photo: R.Vaagan)

As mentioned, the four partner countries offer different undergraduate and graduate programs in Media and Communication, Journalism and Information and Knowledge Management. The four partners also had different ways of crediting participation in the EU/ IP project. At Oslo and Akershus University College of Applied Sciences, taking part in the EU/IP project constituted part of an optional 15-credit special assignment course that students in Media and Communication studies can choose in their 6th and final semester. Apart from preparing for and attending the 10-day IP, the six students representing Norway/Russia had to write a 10-page self-reflective report afterwards, commenting on the entire project and their own roles.   All six students thought that the EU/IP was a very valuable experience, both professionally and socially. They also pointed out some intercultural challenges both among students and teachers. One problem had been different understandings of "editorial freedom" for the four elected student editors with regard to the teachers. Another problem had been how the editorial board worked with the student reporters and the news desk.

      At the end of the IP, students were required to present their articles to a panel of career journalists and teachers (Figure 5). Although public speaking and presentation skills are an integral part of Media and Communication Studies, and Journalism Studies, not all students are equally well trained and prepared to address audiences in a foreign language.

Figure 5. Ekaterina Pashevich and Simai Köse Present Their Article (Photo: R.Vaagan)

The articles that were published in *Youth on the Move* all addressed employment and mobility, and all involved teamwork. Some articles, though, were not accepted by the editors for publication, and this of course caused some discussion between the editorial board and the journalists. Below in Figure 6 we can see the starting page of the magazine. During the IP the magazine was available on tablets, and this has subsequently been expanded into a cross-media platform for PCs, tablets and smartphones (Figure 6).

Figure 6. The Magazine *Youth on the Move*.

1.3. Student Productions

Below we have reproduced one of the articles, written by Ekaterina Pashevich:

Participate, they say by Kate Pashevich

Almost any working immigrant coming to another country unavoidably faces a number of problems, amongst them including: cultural differences, language barriers, lack or even absence of contacts. What can a person do to work successfully in a new field? What should the government do to help him?

20th of February 2013 the Minister of Social Affairs and Employment of the Netherlands Lodewijk Asscher proposed a change in the law, according to which all foreigners who move to the Netherlands should be required to sign a "participation contract" in which they agree to uphold the Dutch constitution and the rule of law. In an interview for the Dutch newspaper Volkskrant, he argues that his idea will contribute to tackling the discrimination that exists in the country, especially concerning the people of Dutch Caribbean descent. Not only they would be

subjected to this new policy, but also newcomers from fellow European Union (EU) countries and Turkey. The 2012 Annual Integration Report and the report "Closer to each other?" confirm that immigrants are increasingly facing discrimination.

It is about integration. The main problem concerning immigrants in every European country is that they are not integrated into society. When they arrive they usually do not know the language of the country and its traditions. That is why they are not able to find an appropriate job, which causes dissatisfaction with their lives and sometimes results in protests. It often happens that highly educated working immigrants (often called "expats" as a short version of "expatriates") when not integrated into the society, usually are forced to have lower-skilled jobs. According to the Eurostat, with an over-qualification rate of 34%, foreign-born persons are clearly more likely to be overqualified than native-born persons, who registered a rate of only 19 %. Learning the Dutch language is an essential requirement for people to actively participate in Dutch society. "Commanding the language makes people independent. Integration also requires that people know and apply the Dutch norms and values, get an education, find a job and treat each other with respect," stated Asscher.

Participation contract from Youth on the Move on Vimeo.

Possible solution? To stimulate integration and participation, all newcomers, just as Dutch native people, have to participate in the labour market. "To be successful on the labour market we will set high demands for newcomers; they must have a degree and the capacity to be economically independent. People who contribute are welcome." (The Daily Herald) The Minister tries to attract more highly educated people to the country and to decrease the percentage of lower educated immigrants or maybe change them to highly educated ones. This innovation may help to solve the problem of increasing number of immigrants in The Netherlands and other European countries. For example, in Norway, a similar project is also being discussed. People who want to get Norwegian citizenship may be forced to pass not only the Norwegian language exam, but also an exam, where their understanding of the Norwegian governmental system and culture will be tested. The main problem is that the government proposal postpones the right to vote in local elections from five to seven years. It seems like the government is putting newcomers on the sidelines of society. But if the minister wants immigrants to participate in the social and political life of The Netherlands, why would he exclude people from voting? It is impossible to force people to participate if not allowing them the opportunity to

express their meaning about what happens in society. Some claim the participation contract can establish even more barriers between the immigrants and the natives, but if applied properly, it can also be a first step to solve a problem.

Opinions In order to know what people living in Netherlands think about the new governmental proposal, we interviewed several highly educated people outside the WTC of Amsterdam. All four respondents agreed that immigrants should be integrated into the society, but three of them argued that there was no point in creating such a "contract", because it would not be a solution to the problem of immigration. For example, Ufuk Bingol, Senior IMC at ReachLocal, argues that highly educated people are integrating faster, they need no extra knowledge to understand the political and cultural realities of the country. Adam Smit, Architect, supports him saying that this contract has nothing to deal with highly educated people, because you would not teach them what to believe in. Ufuk also thinks that in such a multicultural society as the Netherlands, it is unnecessary to sign this contract, because modern cultural peculiarities, caused by globalization, cannot be taught at schools. While Eva Braak from the International office at Hogeschool van Amsterdam considers the idea of a contract as not concrete at the moment and thinks that some corrections should be made. All in all, it seems like nobody has a notion about what exactly this "contract" is about. It seems like there are still several question marks in the project of the "participation contract" which must be answered. It looks like the whole idea is still up in the air. The debates in the country tend to continue until the government comes up with the concrete idea of this "contract".

Ekaterina Pashevich (2013). "Participate, they say". *Youth on the Move*, 25 February 2013 http://www.youthonthemove-ip.eu/participate-they-say/ Video: Simai Köse

On one of the last days of the EU/IP in Amsterdam, all participants convened in the center of Amsterdam for a photo shoot, surrounding the statue of the famous painter Rembrandt.

Figure 7. Students and Teachers (Photo: Gokhan Tan)

1.4. Magazines and Cross-Media Storytelling in a Global Media Environment

Although *Youth on the Move* is a European online magazine, it operates in a global media environment that needs to be taken into consideration. We therefore need to identify some of the main global trends in multimedia storytelling publishing.

1.4.1. Multimedia Publishing

In its report *Trends in Newsrooms 2013*, the World Association of Newspapers and News Publishers highlight 6 trends that typify today´s global media scene:

a) Mobile: Tablet and smartphone sales are exploding and demand for mobile content is increasing.
b) Innovative storytelling: Publishers are increasingly adopting multimedia elements from the start rather than adding them as an afterthought.
c) Paid digital content: It seems to become standard in many parts of the world although it cannot fully replace declining print advertising revenue.
d) Social media: Most organizations now employ social media to find stories and distribute news. For breaking news during a crisis, this is the first priority of many for updates, especially the younger generation. Journalists also are increasingly inclined to tweet about fast moving news.
e) Data and metrics: Efficient use of analytics by journalists and analysts is primarily a way to understand how audiences interact with content.
f) Press regulation: Ethical concerns remain a top editorial priority (WAN, 2013).

As noted by McKay (2013, p. 8) the term "magazine" is difficult to define in precise terms, partly because it originally implied a publication with diverse contents. Etymologically, the term is derived from the Arabic for "warehouse of goods" and was first used in 1731 in the title of *Gentleman's Magazine*. With time the term has been widened to include today other media, notably TV and radio, where it denotes programmes which provide a variety of content within a limited field. As we can ascertain from available directories of world magazines (see e.g. www.w3newspapers.com) there is immense variety and choice today in most countries regarding the number and type of magazines covering professional interests, lifestyle and leisure. The competition is fierce, not least in print news magazines where 2012 witnessed plummeting single-copy sales for *The Atlantic*, *The Week*, *The New Yorker*, *the Economist*, *Time* and *Newsweek* (Sasseen, Matsa & Mitchell, 2013). From 2013, *Newsweek* is only available in digital form. The situation is similar in much of Europe and Russia (Vartanova & Azhgikhina, 2011). In Norway, the main dailies (print and online) are experimenting with weekend supplement magazines (print and online). With some notable exceptions this has not significantly influenced readership figures, which are declining.

In journalism, one often distinguishes between three narrative styles or genres: news, feature and commentary. News writing consists mainly of factual reporting with summary leads (inverted pyramid) focusing on the "who/what/when/where"elements. This is the preserve of

daily newspapers. The more space-consuming and complex "why/how" elements come later or are dealt with separately in more detailed and in-depth feature writing (e.g. interviews) and/or commentary writing (e.g. editorials, lead articles, reviews). The two last genres, which predominate in weekly newspapers and magazines, often take the form of travel, health, culture (e.g. literature, music, fashion), consumer-interest, technology, business, how-to or human-interest stories, and they blend with storytelling (Clanin, Stein & Fellow, 2004; Bull, 2010).

Feature articles are usually longer forms of writing in which more attention is paid to style than in straight news reports. Features are often combined with photographs, drawings or other forms of art. They can also be highlighted by typographic effects or colors. Writing features can be more demanding than writing straight news stories, because while a journalist must apply the same amount of effort to accurately gather and report the facts of the story, she/he must also find a creative and interesting way to *write* it. The lead (or first two paragraphs of the story) must grab the reader's attention and yet accurately embody the ideas of the article. In the last half of the 20th century, the line between straight news reporting and feature writing became blurred. Journalists and publications today experiment with different approaches to writing. Urban and alternative weekly newspapers go even further in blurring the distinction and many magazines include more features than straight news.

Traditional news values in daily newspapers, TV and radio normally combine some of the following criteria, according to Harcup and O'Neill (2001):

- ✓ power elite (individuals, organizations and nations)
- ✓ celebrity, entertainment (human interest, drama, sex)
- ✓ surprise (breaking news)
- ✓ good news (rescues, personal triumph)
- ✓ bad news (tragedy, accident)
- ✓ magnitude, relevance (cultural proximity, political importance)
- ✓ follow-up stories (features, commentary)
- ✓ media outlet agenda (both politically and relating to structure of the genre)

But in magazines, which display less breaking news in favour of more in-depth feature and commentary material, the criteria can often revolve around, e.g., celebrities and follow-up stories to what has already been reported in the daily press and broadcast media.

Often a distinction is made in journalism between three platforms: broadcast news (TV, radio), print news (print newspapers, magazines) and web journalism (online newspapers, magazines). Each platform has its advantages. Broadcast news offers immediacy and impact (sound, visuals, emotion), print news offers depth, detail and permanence and the strong features of web journalism are that it is on demand, interactive and innovative.

All storytelling, regardless of platform, must find the story (what, who, when, where, why, how) and allow for human elements such as the need of readers to connect, to commit and find a reason. When building stories one must always be mindful that while events happen, stories are constructed. This means giving form and proportion to vital elements such as impact, interest, immediacy, currency, proximity and characters. Experience shows that the best stories are often conversations with the audience in which ambiguity and complexity are reduced. This is largely

attained through the use of familiar words, by focusing on ordinary people and establishing a context and community feeling, rather than highlighting things or property. There are also standard storytelling formulas (e.g. hero against the odds, self-sacrifice for family/friends/strangers, man's conflict against nature or struggle against bureaucracy and man's battle against his/her psyche). These formulas are all structured in three parts: crisis, conflict and resolution.

In multimedia storytelling the strong features of demand, interactivity and innovation demand that a story must immediately answer the reader's question: what's in it for me? This can be achieved by as quickly as possible convincing the reader that this story tells me something the reader does not already know, for instance a simple crisis/conflict/resolution narrative which surprises and entertains. Beyond this, multimedia stories often include other features such as databases, timelines, infoboxes, maps (geotags), lists of related stories, links to other resources and online forums. The overall objective of multimedia storytelling is to build a narrative that tells a story and also distills in the reader a sense of story context, meaning the bigger picture. Although many multimedia sites combine text, video clips, sound, still photographs and interactive graphics, these sometimes are just extensions of traditional media where the audience remains a passive consumer. By contrast, successful multimedia sites and successful multimedia storytelling engage and interact with an active, participating audience (Silva & Anzur, 2011, pp. 28-44).

As print readership is declining and online readership rapidly increasing, business models are changing. Advertisers are placing less money in print media and more in online media. Online reader preferences are shifting towards mobile phones and iPads. At the same time, more newspapers are introducing digital subscription plans ("paywalls") where readers are asked to pay for unlimited access to content. In this environment, all levels of management must have a firm understanding of the specific demands of different media channels in presenting cross-media or multimodal news to audiences. This makes it mandatory for a successful cross-media outlet to have management with entrepreneurial skills and successful digital business models. These must accommodate integrated plans and implementation of media asset management and integrated workflows (Allan, 2006; Croteau & Hoynes, 2006; Long & Wall, 2009; Bull 2010; Silva & Anzur, 2011; Boers, Ercan, Rinsdorf & Vaagan, 2012; Doyle, 2013; Vaagan & Barland, 2014; Vaagan, 2014).

1.4.2. Challenges for Student Journalists

During the EU/IP Youth on the Move project, students learn how to launch, run and staff a successful online magazine directed at the international consumer and business community and how to develop a competent, international staff of all-round journalists. The staff of media organizations is often homogenous and the innovative character of this IP includes tapping the synergies of four different countries and cultures in a collective effort. Depending on the journal's size, ownership and legal framework, the chief editor at least in smaller magazines is often also the chief executive officer, reporting to the board or owner(s). As chief editor she/he is also legally responsible for all content and for all editorial decisions. The successful chief editor will know how to strike a fine balance between the commercial and editorial elements, which sometimes means resisting interference from the proprietor in the running of the magazine.

At the same time, the editor needs to coach and inspire a variety of competent journalists. The journalists of a successful online magazine must also be able to deliver continuously high-quality reports and coverage of key issues and events, including user-generated content such as blogs and crowd sourcing, all related to the journal´s editorial profile. In addition to organizational and human resource management skills, successful editors must also be cognizant of media innovations and media entrepreneurship, media strategy and social media (Tsoukas & Knudson, 2005; Bryant & Oliver, 2009; McQuail, 2010; Smith, Wollan & Zhou, 2011; Larsen & Solvoll, 2012; Storsul & Krumsvik, 2013).

Managing a successful online magazine requires multiple skills and competences on the part of the entire staff. Students from the four participant countries role-play as editors and are confronted with tough editorial and ethical dilemmas. Students develop skills and competences preparing them to work as successful editors and journalists in a multi-cultural context. Today, the successful journalist must project his/her narrative skills to a cross-media environment and write also for mobile phones and iPads. This means shooting, cropping, editing and captioning pictures; recording, editing and publishing audio reports and podcasts; shooting and editing video, creating packages and streaming live reports, interacting with user-generated content; interviewing and doing online research; sub-editing, proofreading and headlining, including search engine optimization; geo-tagging, geo-coding and geo-broadcasting (Bull, 2010; Silvia & Anzur, 2011).

Cross-media news writing and storytelling are different from producing for broadcast media and print news. While broadcast news offers immediacy and impact (sound, visuals and emotions), print news offers depth, detail and permanence. Compared with these, today's web journalism is based on demand, it is interactive and innovative. For over 100 years print and broadcast journalists have used a narrative style that follows a linear process of news reporting and writing. This involves first getting the story, then pitching the story to the editor or news director, then generating research, doing interviews and reporting the final story. In writing across media one adds elements to this process by creating a non-linear approach. This means that instead of developing a rigidly structured single narrative, you choose to navigate through the elements of the story by using a combination of text, still photographs, video clips, audio, graphics, and interactivity such as polls or blogs on a website. This is done in such a fashion that each medium is complementary. In this way different parts of a story are told using different media in the most engaging and informative way (Silvia & Anzur, 2011). The new media environment is also trans-national, which necessitates increased understanding of the process of globalization and intercultural competence, including European integration and the goals of EU2020 projects such as *Youth on the Move*.

During the IP, students work as journalists, editors and staff and cover a variety of events and issues all related to improving educational and vocational cooperation among participating institutions, increasing student mobility and ultimately student employability in the European labor market and beyond. The innovative aspect of the IP includes encouraging students to immerse themselves in a cross-cultural working environment and benefit from synergies through co-writing and co-editing content across multiple media platforms, including social media. Students benefit from being familiarized with different institutional online magazines and blogazines in participating countries.

2. Psrt 2: Project Outcomes and Future Directions

In this part we consider some of the outcomes of the first IP held in Amsterdam in February 2013, based on student evaluations and interviews with staff. We also give an update on the planning for the next IP in Oslo in February 2014.

2.1. Student Evaluations

A standard EU/IP student evaluation was carried out in Amsterdam at the conclusion of the EU/IP project. A total of 21 students filled in the evaluation form, which consisted of 6 main questions broken down into a total of 16 topics plus recommendations for the next IP.

- Identification of IP and motivation (3 topics)
- Information and support (2 topics)
- Recognition (2 topics)
- Costs (2 topics)
- Personal experience and evaluation of IP (7 topics)
- Recommendations

On a scale of 1-5 measuring level of content where 1= poor/negative and 5= excellent, 5 students gave the overall score 3, 14 gave 4 and 2 gave 5. The teachers therefore concluded that students were overall content with the IP (figure 8).
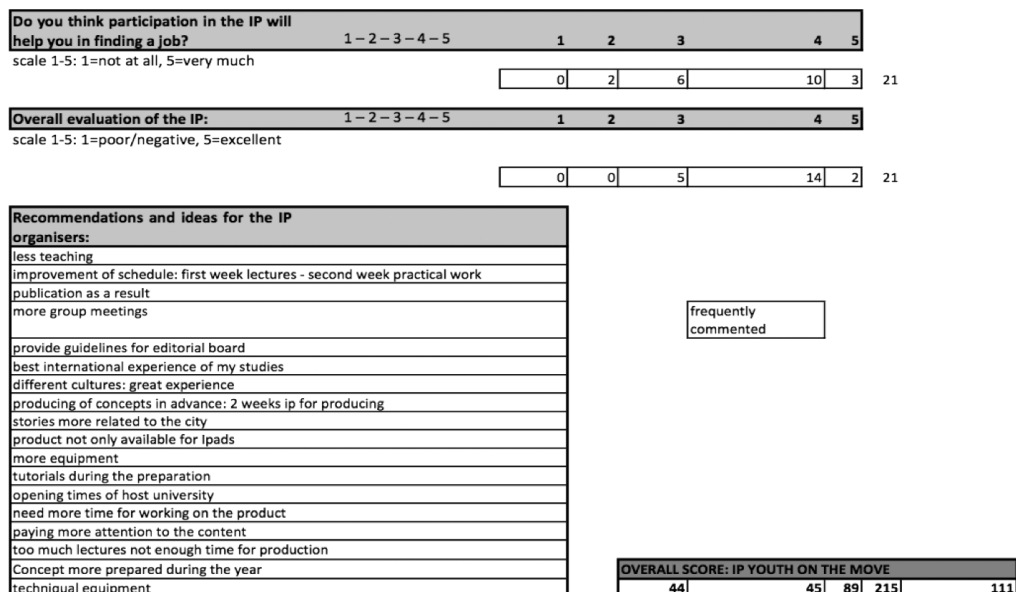

Figure 8. Student Evaluation (Extract) (Courtesy: Babette Leeh)

But this did not mean that were no critical comments or recommendations by the students, on the contrary! As an example, here is the assessment made by co-author Ekaterina Pashevich, written for this article:

Being a master student at Moscow State Institute of International Relations and an intern at *Russia Today*, I have also Bachelor degree in International journalism from MGIMO with the knowledge of three languages: Norwegian (as my major language), English and French. Taking part in the EU-project Youth On The Move as a member of the Norwegian group of students gave me a unique opportunity to work alongside with the media students and professors from Norway, The Netherlands, Germany and Turkey.

Our task in Amsterdam was, first of all, to create the concept of the magazine, considering that it would be online, and then to fill it with the content. According to this plan, our job can be regarded as successful, although we without any doubts met some problems while cooperating with each other.

In my opinion, we mainly faced difficulties in cooperating because of the differences in mentality among our four countries. Norwegian and Turkish students felt much freer in the positions of journalists and editors, in a more democratic way, while Germans preferred hierarchy and the Dutch reluctantly supported them.

Being a participant of the intensive programme Youth on the Move was a very important experience for me because I learned a lot about working in international groups, how to come to an agreement and find compromises. I also had more opportunities of practice during this project. I learned some details about filming and interviewing, and about the situation in the EU in general as well.

What we also learned from this project is how to react rapidly and produce good articles and videos in a very short period of time. However, I also admit that it is not always easy to clear the hurdle when so many people from different cultures with their own opinions try to cooperate on one project in the limited amount of time.

I am satisfied with the fact that I managed to produce at least one good article which was published on the website in the magazine *Youth on the Move*. We managed to tell the story, to show it objectively, using various sources. We managed to work in one team, fast and with great productivity.

To sum up, I would say that this project was useful and important not only for its participants, but also for those who are going to take part in it next year, because it will continue to grow bigger, next year in Oslo, then in Stuttgart and Istanbul. We were the pioneers of this initiative and performed as well as we could.

Ekaterina Pashevich, Moscow, 27 November 2013

The students generally thought that there were too many and too long lectures. They instead wanted to start production much sooner on writing articles and producing content. It was therefore decided that for the next IP in Oslo in February 2014, there will be shorter and fewer lectures and that they must have a practical purpose, aiding article writing and production. Students also felt that the working sessions lasted too long, from 09:00 to 18:00 each day except Saturday and Sunday. Here, however, it must be noted that the EU/IP format requires 8 daily working hours. The students also felt that the student hostel accommodation was located too far away from the University and that teachers lived in hotels. In Oslo, incoming students and teachers will all stay in a guest house only 300 meters walking distance from Oslo and Akershus University College of Applied Sciences.

During the evaluation, the network administrator also informed participants of some critical comments from the EU and NUFFIC regarding the first application, viz. that it was too "introvert", involving only teachers and students. The EU and NUFFIC expect enterprises to be involved (see Section 2.2. below). During the EU/IP in Amsterdam, a follow-up application to NUFFIC for the second IP, in Oslo in February 2014, had to be completed. It was approved by EU and NUFFIC in June 2013. Although the first application had been given as a three-year time frame, it is necessary to write a new application for each IP.

2.2. The second EU/IP in Oslo, February 2014

In view of the feedback from the EU, several media and ICT enterprises were included in the IP in Oslo 17-28 February 2014. Several ICT and media companies based in Norway were actively involved. Students visited enterprises, conducted interviews and completed articles. The opening keynote lecture was given by a former Media and Communications student, Louise Rindom Vad, now a digital expert with Schibsted, Norway's largest privately owned media house. The overall theme was "Media Innovations Across Borders". The same structure of combined lectures, coaching, workshops and group work was now used, although the lectures were much shorter. There was also a more purposeful and streamlined process of mapping student competences, making editorial priorities, and forming international teams of reporters. The four editors, one from each partner institution, had been recruited in late 2013 and they visited Oslo for a planning session along with their main teachers in December 2013. The student editors had therefore worked together online in preparation for the IP, along with other students. An editorial toolkit had been prepared with brief tutorials on e.g. infographics, timelines and geo-tagging. This took into consideration recent developments in journalism that show that "Big Data" and data-assisted journalism have become very fashionable. The toolkit therefore greatly facilitated the production of content. The informal opening icebreaker session was interesting in terms of intercultural communication. It consisted of the students presenting the highlights of their online interviews and "digital bonding" with each other, which they had completed prior to meeting in Oslo. Regarding magazine content, the 24 students produced a number of well-researched articles in a re-vamped version of the online magazine, now-renamed *Swap*, available on PCs, tablets and smartphones (Figure 9).

Figure 9. Swap Magazine for PCs, Tablets and Smartphones (http://swap-magazine.com/)

The articles were grouped under the four editorial sections "Creativity Lab", "Performing in Change", "Digital Quest" and "Business Innovations". On the last day of the IP, the students presented their articles to a panel of experts. The final session was filmed and uploaded in Vimeo, making footage accessible for later use. Based on a preliminary reading of student and staff evaluations, the EU/IP proved to be very successful, and in a later article the authors will address it in greater detail.

2.3. Improving Evaluation and Assessment Tools: Cognitive Apprenticeship

In planning ahead and partly to improve on EU evaluation procedures, the partner institutions agreed to explore the concept of "cognitive apprenticeship" as a tool to assess learning outcomes, both for students and teachers.
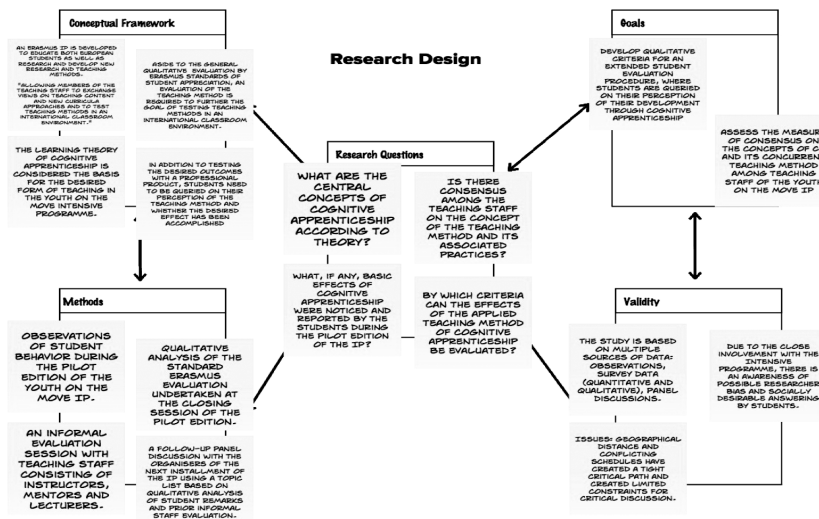

Figure 10. Cognitive Apprenticeship (Courtesy: Raoul Boers and Babette Leeh)

In cognitive apprenticeship, existing concepts and methods influence the foci of research, along with goals and validity (Figure 10). Some of the teachers involved will use this framework in research articles that are in progress.

2.4. EU2020 and Erasmus+ Programs

In 2013 it became known that the EU was changing the EU/IP framework. From 2014 it will be replaced by the Erasmus+ program. The EU/IP in Oslo in February 2014 was therefore the last regular EU/IP. The planned IP in Stuttgart in February 2015 where mobile platforms were to be in focus, must be altered. The 4 partners have now been joined by a fifth partner – The Danish School of Media and Journalism. The 5 partners are developing a joint EU Erasmus+ agreement in which three main components are a) Learning Mobility, b) Strategic Partnerships (with co-operation projects such as intensive programmes) and c) Policy support. Both long term mobility of staff, intensive programmes and joint staff training can be part of b) strategic partnerships. It is also clear that innovation and employability as well as cross-sector cooperation (including cross-sector strategic partnerships between higher education institutions and the industry) are welcome. Turkey and Norway will be treated the same way as the EU-countries in the new program. This means that all 5 partners can exchange students and staff. It also means that we can now be part of cooperation projects with third countries defined by regions targeted in specific calls according to EU-policy. Publication of the first calls for proposals took place in November 2013 with deadlines for a) Learning Mobility in February 2014 and b) Strategic Partnerships in April 2014. All in all, this makes it very likely that there will be a gathering in Stuttgart in early 2015 with 5 partners. While it will be different from the two foregoing IPs, some elements will be similar.

2.5. What about Research?

Although Erasmus+ is both teaching and education-oriented, it is fully possible to integrate research. A possible approach to combining research with teaching and learning in Youth on the Move can be gleaned from the well-known paradigm of Healey and Jenkins (2009). In Figure 10, *Youth on the Move* would ideally be placed in the top-right quadrant. The present article where teacher and student interact in a published scientific article can also be an example.
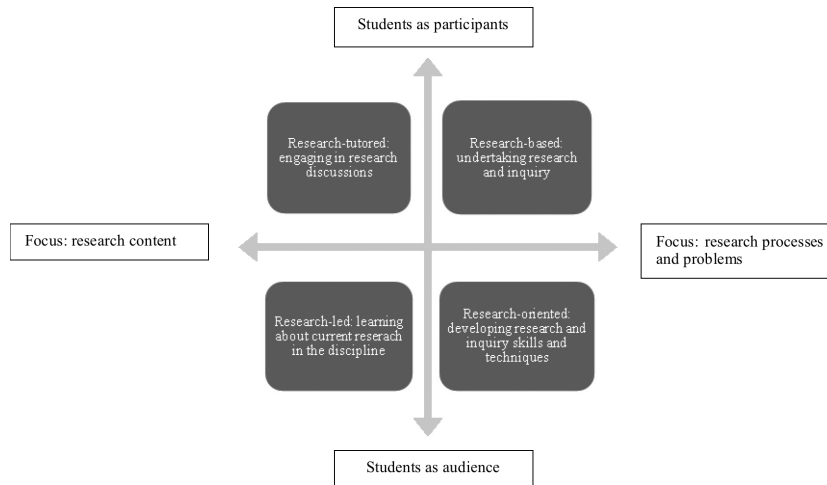
Figure 11. The Nature of Undergraduate Research and Enquiry
(Adapted from Healey and Jenkins 2009:7)

Another example of published research from Youth on the Move is Boers, Ercan, Rinsdorf and Vaagan (2012). Yet introducing research into Youth on the Move poses some problems due to national and institutional differences among the 5 partners. For example, Germany and the Netherlands the typical *Hochschule* (higher education school) concentrates on teaching, not research. Staff, even professors, normally do not engage in research which is the preserve of the universities. By contrast, in Norway all tertiary teaching and education must by law be research-based, i.e. either based on one one's research or state-of-the-art research. Many Norwegian university colleges also offer doctoral programmes, in addition to bachelor and master programmes.

3. Conclusion

The EU/IP in Amsterdam in February 2013, which focused on employment and mobility, was considered a success by students and teachers alike; the learning outcomes were considerable for all 4 partner institutions and countries involved. The second IP in Oslo in February 2014, which centered on trans-border media innovations, was also successful. Both IPs have generated increased understanding of theoretical and practical aspects of online narratives in a global media environment. Students and staff also know considerably more about intercultural cooperation and teamwork than before, and have demonstrated the synergies and benefits of successful intercultural communication. Due to shifting EU policies in higher education, the follow-up will be a joint Erasmus+ application with 5 partners. Learning outcomes will be evaluated in terms of cognitive apprenticeship, and research actively involving students will be a priority for several partner institutions.

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