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Global journalism in the Czech Republic

A mixed-methods study of awareness and presence of
global journalism in Czech mediascape

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ABSTRACT

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The aim of this paper is to explain the concept of global journalism and to describe its presence in the Czech Republic. The development of journalism in the last years, which is connected to globalisation and digitalisation of media, and various global journalism theories are introduced first to give the theoretical background. Then Peter Berglez's theory of global journalism is accepted as the main one for this work and it is described into greater details, including strong and weak points, criticism, problems and challenges. That is the core of the theoretical part of this work. The history and media of the Czech Republic are shortly addressed before the actual research. That is done with the help of mixed methods – quantitative surveys and content analyses and qualitative interviews – to answer four research questions: the awareness about the existence of global journalism, opinions about it, the influence of education and the presence of global journalism in Czech media.

Keywords: Global journalism, education, media, Czech Republic, digitalisation, globalisation, development

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I Introduction

The world of media is filled with a nonstop stream of information. The feature of endless stream became even stronger after the digitalisation - events are available twenty four hours, 365 days. No feast days, no holidays. For everyone and everywhere. At least theoretically. All this have made the world smaller and more connected. People can read about a problem on the other side of the world in the same time as it is happening. They watched the planes crashing into the World Trade Center on September, 11. Spatial and temporal distinctions has disappeared - at least in the Western world. Carey (2009) noted that this phenomenon started already with the invention and wider use of telegraph in the middle of the nineteenth century. Although the world seems connected and globalised there are still huge differences that actually debar globalisation to be equal and complete. The gap between Western and non-Western countries is still big - in economy, life conditions, in freedom, industry, agriculture, technologies and in media.

Journalism reflects those changes slower or faster. During the last decades many new theories were introduced; many older ones were revised or opposed. De-Westernisation is one of the problems those theories address (Curan & Park, 2000). It is a bit paradoxical - in the age of globalisation the polarization of the world grows stronger (Curan & Park, 2000; Wasserman, 2011). On the other hand, there is another very up-to-date theory that goes in the opposite direction - global journalism. This concept is discussed and described in many studies and articles with different interpretations. This work, however, took as a ground one particular concept that is, when compared to the others, more practically oriented and it seems to answer some questions of the future of journalism. Berglez (2013) describes global journalism as a practice that interrelates local and remote, global events by implementing global aspects into local news a vice versa. The goal of this is to make people aware of various remote events that have or might have an actual impact on their lives or that their lives (country, culture, religion, etc.) can have some connection the world's events. Berglez (2013) is aware of the fact that this approach is not wide-spread and it has many problems, too, yet he considers it to be important for the future of journalism and sustainability of the world. This work agrees on the benefits of this concept and aims to study its existence in the Czech Republic.

1.1 Aims of the study

Czech Republic is a relatively small country in Central Europe. However, because of historical and economic development some scholars classify it as Eastern European country. The history of last hundred years, indeed, is similar more to the Eastern Europe which suffered during both World Wars under the rule of Germany and after World War II were under the control of USSR with strong communistic regime. The consequences can be still seen although the Czech Republic has opened a lot during the last decade. That is the reason why Czech Republic was chosen as the studied country – the media system is free now thus media can choose their focus and the manner of reporting. Also the media and journalism education follows Western standards. However, the trends from the world appears there slower.

The aim of this study is to describe the presence of global journalism in the Czech Republic, both the knowledge on global journalism and its actual existence in online media content. By using mixed methods, the study intends to answer following research questions:

- Does the Czech context influence the presence of global journalism in the Czech Republic; and if – how?
- Can global journalism be found in Czech media, in terms of its content in news items?
- Does Czech media education offer global context or even global journalism knowledge?
 - Are Czech media and journalism students satisfied with their education?
- Are people in media field aware of the existence of global journalism?
- What do people in media field think that global journalism is?

This work does not cover journalism or media education to a greater extent, nor is it concerned with media theories or public perception. The purpose of this work is to find and describe the presence of global journalism in the Czech Republic. This will be done through the use of mixed method research (surveys, interviews and content analyses of media) to offer as accurate picture as possible. Anticipated outcome will be useful both for media professionals and scholars; it might also raise awareness of global journalism within media public and thus contribute to a greater use of global journalism in Czech media or to some changes in journalism and media education that is interrelated with media performance.

2 Theoretical background

This chapter offers a broader context of journalism. It introduces the development journalism has gone through the last years with the wide-spread use of Internet and social media; further it foreshadows the problematics of de-Westernisation that seems to go in the opposite direction than the concept of global journalism that is the core of this work. Global journalism represents the biggest part of this chapter. Different theories are described; the practicable global journalism is then discussed into greater details, including problems, critiques and challenges.

2.1 The development of journalism

The media environment has changed rapidly during the last decades. The fastest development, however, started with the spread of Internet and with digitalization that allowed to consume media content almost anytime anywhere. Internet had made the world to become as interconnected as never before. As Thompson (1995) mentions, with the connection to the change of mass media, the spacial distance no longer means temporal distance at the same time. He even writes that people now experience simultaneity which is global. Also Carey (2009, p. 130) notices that social structures are based upon electronic communication that allows to “transmit messages at the extremes of the laws of physics”. Reese (2008) talks about global news arena with global audience from all over the world being at the 'same place' and receiving the global media content at the same time – a complete removal of spatial and temporal distance. Last years have shown that importance of immediacy is crucial. Media try to be the first one to report a breaking story; almost every printed newspaper has its online mutation with a multimedia overlap – so the borders between traditional written and audio-visual media blur. And those borders are not the only ones that have become ambiguous; also the line between professional and amateur journalism are disappearing along with the difference between recipients and producers of the media output; there are no clear borders left. Simply, media face big challenges nowadays. And so does journalism itself.

Scholars and researchers reflect this; the field of journalism has been studied thoroughly. Löffelholz & Weaver (2008, p. 3) talk about “upsurge in interest in studying journalism” and they name various authors in the field along with the endeavour of International

Communication Association (ICA) and European Communication Research and Education Association (ECREA) who try to provide conditions for studying journalism beyond national scope. The trend of bringing journalism research into the “beam of globalness” is obvious in the number of books and studies with the precise terms “global media” or “global journalism” in the title (803 results in Google Scholar, from which 721 – almost 90 % – were published from the year 2000 onwards) and as Löffelholz and Weaver (2008, p. 3) put it: “journalism research can no longer operate within national or cultural borders only”.

Nevertheless, the research is not enough. Many authors point out that media are still behind globalisation. Berglez (2013, p. 1) writes that “news media need to become much more globally oriented”; Merrill (2009, xvi) criticises the actual inability of media to provide satisfactory information and analysis “for the human progress in the twenty-first century”; Siapera and Veglis (2012) call for developing new functions of journalism to adapt to its changed environment while Wasserman (2009a) comments that global media are central in everyone’s lives, yet they do not help us to understand or even sympathise with different cultures. Wasserman (2011, p. 105) further suggests to “explore the dominant globalisation paradigm” in order to find ways “for journalism to facilitate global social change”. It is obvious that the complexity and to some extent “borderlessness” of the world poses a great challenge for both media and journalism.

It is not that journalism has not changed – one can see how media adapt to the fast pace of information hunger in everyday life; either in their co-existing online version, bigger coverage of foreign news, multimediality, increasing diversity of media titles or in the new concepts that has emerged in journalism like many forms of online journalism (citizen journalism, blogging, social media journalism, etc.), implementation of social networks into traditional media or the trend of global media like CNN or BBC. A study from ComScore (2014) showed that the global online audience of BBC had grown by 30 % since 2012 (A battle to be, 2014). One can argue that media are more global nowadays; the question is if they are global enough.

2.2 Polarisation of the world

Globalisation does not mean that the world is united. During last ten years many scholars came with the criticism of prevailing West influence in almost all areas, including journalism. Ideas from Western countries, or from global North, are dominant for journalism values, norms, ethics and practice. That is mostly reflected in studies of African scholars. They started to draw attention to the danger of applying western model into African (and not only) countries – it deforms both journalism and journalists who then think they have to follow the West to be proper journalists. But that does not work so they mix it together (Josephi, 2005). Few surveys that have been done in non-Western countries show that journalism norms and standards are everywhere the same or very similar. However, Josephi (2005) warns that journalists in those countries in their endeavour to be ‘real journalists’ respond in the Western-style although the reality is different. Thus those surveys can never get relevant and true results about the actual practice. Also Wasserman (2011) notes that although there have been studies from outside the North (West) they were just collection of data without using the output to challenge the dominant theory. Hallin and Mancini (2004, p. 303) think that these survey responses “are heavily shaped by cross-national normative expectations and aspirations”.

2.2.1 De-Westernising journalism

Normative theories about journalism are mostly Western theories, however the problem is not only with their influence and forced practice in non-Western countries. As Josephi (2005, p. 576, drawing from McQuail, 1994) writes: “For journalism, its normative aspect is seen as its legitimization and yardstick for performance” thus one can see that normative theories rarely reflect changes in descriptive reality (Wasserman, 2009b) – officially, they do not have to. Along with those static journalism theories, non-Western countries have to fight for their own journalism and try to find their norms and values. Some of them will be the same; the rest should reflect local contexts to be autonomous. Many authors from all around the world described various issues concerning Western influence on media systems in the East seeing it from the different society settings perspectives (Curan & Park, 2000).

Press independence on state and the demand of democracy are one of the most discussed topics in the global East. As Merrill (2009a, p. 10) notes: “American model of

press freedom enthroned itself globally” and as mentioned above that hardly works in some non-Western regions of the world. Furthermore, democracy often does not work in those areas either. According to Western standards, journalism is connected to democracy – does it then mean that Chinese journalism is not journalism? – asks Josephi (2005). However, she can see a change in thinking. People slowly stop to romanticise democracy, the influence of globalization and they are aware of a growing gap between the theory and practice of journalism. Likewise, Merril (2009a) argues that democracy cannot be forced; if people are not ready for it, then it might make more bad than good.

Another issue connected to the polarisation of journalism between global West and East is the strength of the voice of non-Western countries in the journalism debate or even in the media output. Hafez (2011) mentions a UNESCO's study from 1980 which showed that Western media are full with irrelevant news from the developing countries and although it changed after the Cold War, Hafez still asks – has it really changed or is it just a myth? The notion of ‘the other’ is still quite prevalent. The quotient of the news from the non-Western countries in Western media is low. The question is if it is because the recipients would not care about such news or if the producers exclude them as being not interesting enough (and not close enough)? Rodny-Gumede (2013, p. 129) adds that “global is often equated with the global North [West], and is frequently further narrowed down to equate just a handful of Western countries”. Because of the shrinking number of foreign reporters the news from countries outside this section are often misleading. It is hard to understand a complex situation in the fast stream of the information flow and especially when the journalist is not in that particular country to talk to local people. Hafez (2011) points out that our view of the world is limited and fragmented; most of the news are political (60-80 %).

Wasserman (2011) fears that the West will keep providing theories about media studies even for the rest of the world, but there they are not valid and cannot be really used; at the same time, the West will try to find examples in non-Western media studies to prove its theories (‘the West as theory, the East as evidence’). Wasserman (2011) sees a big problem in the sharing of problems that are topical for Western media world but which are not problems for Eastern mediascape (like dying newspaper while in Asia they go up). Furthermore, Wasserman (2009b) remarks that it is the inability of Western media and journalists to understand or even try to understand African media system that limits our perception. He notes that we tend to generalize them as being unable of public duty

according to our standards – they are not creditable, not neutral, etc. The problem is, Wasserman (2009b) thinks, that the conception of media focuses on political and legal levels and excludes or ignores cultural or social contexts – how people decode it. Simply, we miss the complete picture. Wasserman (2009b) gives example of African ‘underground’ journalism of different forms that exist next to the official one, which is tighten to the government censorship – songs, jokes, cartoons, messages between lines. Interestingly enough, this was quite common practice even in European countries under the influence of USSR during the era of Communism (for instance in the Czechoslovakia). Wasserman mentions dynamic analysis of media systems as a solution for understanding non-Western media from outside, and also within non-Western countries to build their own awareness.

2.2.2 Proclaimed availability

Globalisation has brought people closer; along with digitalisation it has allowed media to report news 24/7 from all around the world. Information are available everywhere for everyone. However, that is not true. The proclaimed availability is only a dream so far. Many people do not have a television or a radio, neither do they have a computer and therefore they have no access to Internet. Some countries have limited Internet connection as a whole; in other countries the access to many websites is restricted. The infrastructure is not developed enough in various regions of the world; a part of the world population is illiterate. One can see that the access to information is not available everywhere, nor for everyone – and that also makes the gap between the developed and the developing world bigger. Wasserman (2011) criticises the view of global media in this sense; there cannot be global public sphere because not everybody has access to Internet and not everybody can join it. Against the globalness also speaks the persisting local/national context of media; yet even hyperlocalism in Northern (Western) media market, adds Wasserman (2011).

The idea of global village (McLuhan, 1964) cannot be true unless for some more years. The barriers in development are too big and the gaps between developed and developing countries or even between open and more closed societies are growing. At the same time, the endeavours for united journalism are slowly fading as the scholars are more aware of the differences in non-Western countries and their need to find their own journalism in order to flow into the world stream later. The possible question for the future (not only)

global journalism is the amount of news from the global South/East in the Northern/Western media a vice versa. Will it change? If not – is it our ignorance or the gate-keeping role of the global media giants? Or is the question, as Hafez (2011) asks it, that we get that much information as we need? He considers the world to be too complex so that “a reduction of complexity is inescapable” (Hafez, 2011, p. 486).

2.3 Appearance of global journalism

Global journalism is a word-connection that has been mentioned frequently during the last years in many books and research. Yet it is a topic without a single or even prevailing definition.

There are some significant books with global journalism as the main topic that deal with various aspects of it, yet different scholars see global journalism differently.

Some authors see global journalism as a research method to explore and compare different media system and media content around the world. Among the most renowned ones is the book *Global journalism research* (2008), edited by Löffelholz and Weaver, or *The global journalist in the 21st century* (Weaver & Willnat, 2012). Both of the books bring data from many countries – the first book collects different issues that are important in different areas of the world along with description of those areas, whereas the second one offers comprehensive research of the media in different countries. Furthermore, there are some books that are only theoretical, such as *Global journalism: topical issues and media system* (de Beer, 2009) which introduces global field of nowadays media while bringing different ideas about global journalism and its problems together – as education, ethics, advertising or development. The “global” problem is seen in the division between Western and non-Western media systems, their mutual influence and different significance for the world itself. Another one is Berglez's *Global journalism: Theory and practice* (2013) that covers the topic from a new angle that will be discussed later in this paper. There are, naturally, more books and papers dealing to some degree with global journalism, however, the topic itself is marginal in the scope of those books.

2.3.1 Theories of global journalism

What most of all the scholars involved in the field agree on is that global journalism is connected to the up-to-now last wave of globalisation – the fast process of digitalisation. However, that is the only mutual point. In a theory, it is usually explained as two words that are connected in nowadays world. In this sense, “global journalism” is interchangeable with “foreign or world's journalism” (Merril, 2009) or even with journalism in global media, meaning CNN, BBC and Al-Jazeera, where Reese (2008, p. 246) describes global journalism as that kind of “newsgathering practice that orients beyond national boundaries in a deterritorialized fashion”. Herbert (2001) perceives global journalism as a philosophy that teaches to see different ways of working, understanding or thinking about the world and that the practise of global journalism means to disconnect from official sources and be on that particular spot to judge and report yourselves.

Only few authors study global journalism as a one term purposefully and consciously – as, for instance, Berglez (2008, 2013) or Wasserman (2009a) do. As a research field, global journalism is also studied separately mostly, as it was mentioned above – it covers globalisation and journalism and, as Berglez (2013) notes, it is more interested in political economy of the global media industry and cultural transformation (how media affects norms, values, etc.) and its consequences. Both theory and research of global journalism are then often connected to global crisis, conflict reporting or global culture and media (Berglez, 2010).

The main theories about global journalism can be then summarized in two – the first deals with global journalism as that kind of journalism that goes beyond the national borders and brings global outlook (or meets global audience) whereas the second one sees interconnections between local and global events and it will be thoroughly discussed in the next chapter. The first theory, basically, means foreign news with more open and universal values; that kind of practice that tries to bring nearer the globalness and diversity of the world. And, of course, this perception of global journalism includes the output of global media which offer all above mentioned to the global audience in a greater range of both news gathering and news delivering. The reach beyond national scope is a very important criteria to scholars engaged in this field since they agree that journalism cannot provide satisfactory output when it stays closed within national or cultural borders. Yet, not all media can be global and most media still are and will be nationally oriented; people prefer media “in their own language, for their own culture” (Grosswiller, 2009, p.

118). Some authors are well aware of weaknesses of the increasing number of global outlook in media. Merrill (2009, xvi) criticises even three aspects of international journalism: “mind-dumbing emphasis on the sensational, the negative and the superficial; the tendency of media to escape from freedom into states of conformity; and the general unconcern of most media with raising the educational and intellectual standards of the public”. Grosswiller (2009, p. 115) adds to this criticised media content “the monopoly control of communication technologies and an imbalanced global information current” as the biggest controversies in media.

2.4 Practicable global journalism

The other area of theories about global journalism takes global journalism as one term; a concept which is or should be actually practised. Berglez’s idea (2013) is that the world is so connected that even geographically furthest events can be, and often are, interrelated. He thinks that we lack news that “make us aware of various global processes” (Berglez, 2013, p. 5) and he develops a whole concept of global journalism that is intended to actually work in practice. According to him, global journalism is about relationships between events and problems across the world, both local and international. The interconnectedness of globalised world has arrived to the point that people can no longer live in their own bubbles, according to him. Journalism should go further, explore those relationships and make people aware of results. Global journalism in practice should be able to attract people, make them part of the news through the connection of global issues and their lives. Although there are theories about an ongoing process of nationalization of media, Berglez is not the only one who sees the importance of interrelation in news – Hafez (2011) even doubts we can separate global from local; he thinks people cannot understand global issues without their local context. Berglez (2013, p. 34) furthermore emphasises that this concept of global journalism “works the best when global reality is taken down from the abstract skies to the concrete empirical ground so as the obvious impact on society and everyday life is clear to be seen”. He develops a system of detection of global journalism in news by journalistic representation of space, power and identity.

Space is squeezed when using this concept – events take place all around the world but global journalism connects them; it tries to bring them ‘here’ – to the recipient. Therefore, spatial distinction is weakened and blurred; events from Africa suddenly have some

meaning for people in Europe. While doing this, global journalism involves various micro- and macro-power discourses, of course. It has the capacity to implement goals and relations between institutions, groups and individuals – basically all parties involved in the news. However, the most important is the use of identity in media. Global journalism integrates individuals in common practices by using socio-cultural and socio-cognitive processes. Taking into account the fact of “crowded selves” (Black, 2010 in Cleary, 2013), one can see that there are many choices of different identities through which people can identify themselves with the news. Berglez (2013) calls it “individual self-creation in relation to existing structures”; he writes that global journalism has the ability to transgress local or national identity as far as the cultural constraints of the mainstream news production allow. This is possible on three levels in journalistic practice, according to Berglez (2013): the first is news journalism on various global identity struggles (Piracy movement vs. media industry; it concerns all people on the planet). The second is news journalism contributing to a global public voice or people and in the third one the practice connects people with a similar identity across borders (using e. g. politics, gender, class, subculture identities, etc.).

Journalists who are aware of existence of space, power and identity structures in news should be able to identify and also implement aspects of global journalism in everyday practice. Of course, it cannot be done with every news, however, there are too many news where it could be used and it is not.

2.4.1 Global crises reporting

The concept global journalism can be used in both local and foreign news, however, it appears most often in the global crises reporting – both environmental and social. Those problems are obviously global and they have impact worldwide, if not on all people's lives. The task of global journalism here is to make it obvious to the audience. In this sense, global journalism can help world's sustainability. The leitmotiv for Berglez (2013, p. 33) is “the global is you.” It cannot be more obvious but in global crises. Media bring news about natural disasters or war conflicts every day, however not many news items cover general issues, long-term problems, like climate change or human rights. It is difficult for media industry to report those issues within the fast stream of fresh news; and the readers most likely would not appreciate to read about the same issues every day. Hulme (2009, paraphrased by Eide, 2012) even suggests that people are flooded with dif-

ferent views on climate change and they interpret it in different way – which causes that people disagree on climate change in the end. But that is not what global journalism is about. When a big problem occurs those long-term issues can be related to it: to demonstrate it; to give a greater context. Eide & Kunelius (2012) mention, for instance, that the climate change is normally on the edge of media's interest. However, during the time of climate summit some news connected to the summit and climate change are reported. They argue that in this case it is more about media not “spoiling the play for good” (Eide & Kunelius, 2012, p. 19), yet the question of power is very strong again. Media can choose their angle, their respondents, their NGO's – they can at least partially change the meaning of the event by giving bigger attention to one side (country, culture, theory,...) while hiding the other. As Eide & Kunelius (2012, p. 17) emphasise, “journalism role is one sphere of global climate politics”. The power-game is not only in the media coverage but also in the output of the reporting; media have a good chance to influence people, and therefore climate actions, when they show the recipients that their possible future actions are in their “best self-interest” (Kunelius, 2012, p. 36). News coverage of the same issue of course differ from country to country; it depends on an interplay of many actors: politics, economic, social and geographic (Nossek & Kunelius, 2012) and the framing rely on that. The question here is – “is this our news or their news?” (Nossek & Kunelius, 2012, p. 69), and the result is that when it is our news the frame is much more closed than it is when it concerns ‘their’ news. The authors here mention the “gatekeepers” influencing the global news flow – those are international and global news agencies who define what is global and what “newsworthy” is (Hafez, 2011).

Another problem with the reporting about climate change or any other issue that is proved by science is that journalists and scientists cannot argue on one interpretation, argues Saleh (2012). Science wants exact data and will not say anything for sure until it is 100 % sure – which is almost never in science, definitely not when it comes to the question what the future will bring. On the other hand, journalists need certainty to publish (Saleh, 2012; Eide, 2012). Thus sensational or controversial information sometimes occur in media because the ‘strict’ scientists will not say anything for sure – and journalists need some source so they ask the scientists who is willing to answer the question. At the same time, journalism ideally does not want to persuade but to offer a wide range of opinions so both extreme sides of the informational spectrum can be found in media.

2.4.2 Criticism and challenges to global journalism

Practicable global journalism is a theory and as such it has strong and weak points. This subchapter describes the critiques and challenges in more details.

2.4.2.1 Criticism

When a new theory is introduced it has to face, sooner or later, various critiques and tests. Since not many books or reviews were written about Berglez's global journalism perspective, those critiques and tests are not academically based yet. However, Berglez (2013) is aware of weak points and possible disagreements of his concept. Throughout the book he faces the fact that if global journalism is being described it is almost entirely a theoretical disquisition. So he admits the existence of empirical pessimism towards his concept, too, although it is not only a theory, and he identifies four explanations of it: firstly, the lack of “global” news is obvious in several countries. Secondly, the expectations for global journalism are often very high – thus making it into a dream concept of a utopian world. Berglez (2013) mentions that the bigger the expectations are, the more difficult it is to find empirical signs of global journalism. The third and the fourth explanations are similar in the root: global journalism is seen as a genre and thus produced only by big companies as BBC, CNN, etc.; and global journalism is mistaken for traditional foreign news. Furthermore, a certain discredit of global journalism in media can be heard in responses of Rodny-Gumede's survey (2013) where editors of big journals in South Africa could not see practical benefits of studying global journalism for the newsroom life.

According to many scholars, (Herbert 2001; Merrill 2009; Grosswiller 2009) foreign reporting often emphasises the negative and produces a feeling of despair. At this point, Berglez (2013, p. 28) has the same problem – global journalism tends to produce “the discourse of inescapability” which is also one of the critiques Berglez can see. On the other hand, he notes that global journalism ideally might help to identify global crises and establish global political culture in such a manner that it helps to solve global sustainability issues. Of course, this can be seen as another critique – naivety.

Hafez (2011) realizes that there is quite a long journey to achieve global journalism and although he might not think about the same concept, the idea about global outlook stays: “We cannot yet talk of global journalism as a form of successful, plural and diversified

communication. There are, at best, various zones of transnationality” (Hafez, 2011, p. 486).

2.4.2.2 Challenges to global journalism

How to implement global journalism into a daily practice is another question Berglez (2013) tries to answer. He identifies six main challenges to his concept.

Being aware of the fact that global outlook is not well established among both journalists and public is an important part of understanding cognitive and discursive challenges. Cognition and discourse work at individual level and together they create “a mental structure of general expectation and knowledge” (Berglez, 2013, p. 82). Thus the challenge here is to overcome and change the dominant mindscape; to be more open – as Berglez (2013) writes – to practice extrovert domestication: we in the world/we in relation to the world and act accordingly.

Commercial challenge fights with financial crisis and different interest-streams; professional challenge calls for definition and consensus what global journalism actually is. Similarly, educational challenge asks for a united approach and it needs to face traditions in journalism.

Material and technological challenges respond to the barriers in technological and communication structures (developed vs. developing countries); they also cover the problems between media and political systems. Ideological engagement is another challenge; global journalism should be able to establish a proper balance between ideology and objectivity.

It is obvious that these challenges are interconnected. The problem of conceptualising global journalism inhibits changes in media industry and education which are, practically, the engine of the future of journalism. Finances along with technology determine what news people receive and when and where. The extemporaneousness of recipients, media industry and the world itself for the global outlook cannot be overlooked. As long as the world will be separated between “the West and the Rest” (Wasserman, 2009a, p. 25) and the concept of global journalism will not be united, no greater changes in journalism can be expected.

2.4.3 Questions for the future of global journalism in practice

Within the field of the concept of global journalism there are two main questions about implementing global journalism into practice. Presuming that the concept is clearly theorized, the issues of ethics and education remain to be yet solved.

2.4.3.1 Global journalism education

Many researchers around the world study journalistic education. Questions of validity and the need of journalism studies appear repeatedly. Now another problem needs to be discussed: last years have brought, along with the change of media, the change of education. The curriculum had to react. Yet, some researchers mention that schools and universities have been reacting slowly or that the reaction is superficial – e. g. as Deuze (2009) draws from results of survey from 2002: “most journalism schools have not innovated their programmes to meet future demand of new media convergence, multimedia and multiskilling of journalists” (Deuze, 2009, p. 137). Schools often reflect mainly technological changes, however, they do not respond enough to the structural and formal changes that are described in the beginning of this work. Of course, there are exceptions: some universities, on the other hand, offer completely new courses, they re-accredit previous media programmes, teaching subjects like new media, on-line journalism, current situation in media system or even global journalism.

Deuze (2006, in abstract) mentions that while “media system and journalistic cultures may differ widely, the changes and challenges facing journalism education around the world are largely similar, and thus would benefit from a “global approach”. Teachers and scholars all around the world face the same problems and challenges. For instance the problem of balance between theoretical and practical knowledge, or the question of further aiming in education is the same everywhere.

The basic question in the field of journalism education, however, remains: is this education still needed? According to Deuze (2006) there are three main approaches – journalistic education is seen as very important or it is tolerated or it is not even useful. It differs region to region, yet it is a crucial question for every school teaching journalism. If the answer is “yes, we need journalism education” then other obstacles become visible. What kind of education? Which direction should it go? How to prepare future journalists for the work in media industry the best? Mostly, journalism education is strongly connected to the culture. Rodney-Gumede (2013) even writes that the training of future profession-

als is “very dependent on local and national contexts of journalism and media systems” (Rodny-Gumede, 2013, p. 129). However, as much the education is rooted in national contexts that much it should focus on the global to see greater contexts that are indeed valid for the local practice. Here still stands that without understanding local context one cannot understand the global one. At the same time, there lies a big problem of perception of what is global and the whole issue of de-Westernising of journalism. Even the very core of journalism education – the standard of writing and formats – are derived from Western journalism theories and have not been changed for a while, not even adapted to the specific needs of non-Western journalism. Arguable question is if a changed model of Western journalism with its norms and rules would still be a valid journalism practice.

Deuze (2006, p. 23) describes ten fundamental questions for journalism education: motivation (why journalism education?), paradigm (what sets of ideas guide journalism education?), mission, orientation (on what aspect/aspects of journalism is the education based?), direction (ideal characteristics of those graduating), contextualization (in what social context is journalism education grounded?), education (journalism as a socializing or an individualizing agent?), curriculum (balance between practical and contextual knowledge), method, and management and organization. Deuze (2006) thinks that most journalistic programmes define only few of these questions (usually motivation and curriculum) and he basically calls for re-thinking of all ten by any journalism school. Furthermore he points out that there is a need for debate “what is journalism?” again. He is persuaded that how educators teach the students, how they engage them, will have an influence on the way how journalism will be done (and is done). Interestingly enough, he is not the only one persuaded about various questions that need to be asked again. At the World Journalism Education Congress on July 5-7, 2010 in Grahamstown, South Africa one of the final reports mentions several points that agree with Deuze's view, including the very first statement that “journalism education needs to define the discipline and encourage people to define it and write about it” (Moreira, Bromley, & Fernandez, 2010).

However, possible future (global) journalism education after re-thinking all ten previous questions still faces four main challenges, according to Deuze (2009): 1) increasing recognition and awareness of cultural diversity in society; 2) merging of entertainment and media industry, genres and formats; 3) convergence of digital media technologies; and 4) internationalization of media, journalism and news flow. Few courses on Global

journalism usually reflect all those challenges although they are not united in theory of global journalism either (The University of Sheffield, n.d.; Coventry University, n.d.; Rodney-Gumede, 2013), however more often programmes of International journalism are taught – although e. g. Wasserman (2011) emphasizes that global journalism should not be taught as international journalism because that makes it much too a closed area.

The fact that journalism education needs innovations reflects also Hafez (2009) when he identifies bad education as one of the reasons why journalism is not coming closer towards being global (or even international enough), along with language barriers to access original information from direct sources; shrinking number of foreign correspondents; governmental PR through media; and dependence of media on national markets. Journalism education should be aware of all those reasons and react, at least, by preparing future professionals to such a world. He also thinks that “a new culture of journalistic curiosity, a search for innovative issues and a more advanced scrutiny for context, viewpoints, traditions and trends would enhance a new modesty among journalists and audiences” (Hafez, 2009, p. 331). Wasserman (2011) suggests to equip students of global journalism with the methodological skills from sister fields like cultural and media studies. He is persuaded that would help them to understand “the everyday practices of and relationships between journalists, citizens and institutions in contexts that differ from theirs, or from those usually highlighted in journalism textbooks” (Wasserman, 2011, p. 110). Further, he attaches importance to high technological skills which will be crucial for the future.

2.4.3.2 Global journalism ethics

Ethics is an important part of journalism practice. It decides what is appropriate to do, to publish, to say. Historically, it supplements laws while being based in various philosophies and religions. However, it is one of those areas which are ambiguous. The good and the bad are different in different societies, cultures and even in different situations. The truth is not explicit. Ethical questions within journalism often cover the disputation between the freedom of expression and freedom of the person or the protection of a person. Most scholars agree on that ethics is contextually bounded (Wasserman 2009b; Karikari & Piesie-Anto 2010) but at the same time the question is – is it always dependent on the context? Or can an ethical framework be constructed for every situation and every country? This is a basic question for Wasserman (2009b, p. 85) and by asking it he recognizes the need for “set of values” for global journalism. What is a norm in West

might not be (and often is not) suitable for Africa – the interpretations are different. Also, what works in the Western countries might not work for non-Western countries – as one of the core characteristics of journalism – the independence of the press. Does it mean that where independent press cannot be found there is no (proper) journalism?

Wasserman (2009b) sees global ethics as a big challenge and he notes that while thinking about globally applicable ethics we should be aware of two narratives of globalisation: the celebration of globalisation and its crises; and pay attention to the local at the same time. Global ethics needs to be more open; it should try to implement other traditions but not lose own values. Wasserman (2009b) identifies three levels of ethics: meta-ethics acknowledging epistemological and cultural relativism; normative ethics that gives guidance of right and wrong; and applied ethics which covers making decisions “about ethical action in actual case” (Wasserman, 2009b, p. 91). While Wasserman concludes that ethics cannot be applied globally, only parts of it, there are still activities striving for global ethics for the whole world. The Centre of Journalism Ethics (CJE) study the global field widely. According to Ward (n.d.), global ethics is needed from two main reasons: 1) non-global ethics is not adequate for global journalism and 2) new global reach brings global responsibilities. Furthermore, Ward calls for reporting “issues and events in a way that reflects [this] global plurality of views; to practice a journalism that helps different groups understand each other better” (Ward, n.d.). Global ethics in his and CJE's view should be conceptualized, researched and practised; it would become cosmopolitan. Journalists executing global ethics would be global agents moving easily in different cultures and societies with respect and understanding along with a special task to serve the citizens of the world. Despite of all those ideas, Ward knows that it is difficult (if even possible) to find and practise universal values.

Global ethics is definitely a big field to study and probably will be needed in the future when global journalism becomes a common practice and people feel like world's citizens, however, until then the ethics will be most likely tightened to contexts and individual's consciousness or media policies. It would be helpful to implement global aspects into it – to be aware of different laws, norms and ethical systems in order to report with the minimal damages and the maximum understanding.

3 Czech media system

Czech Republic with its geographical position has always drawn influences from neighbouring countries and it is important to be aware of various influences even nowadays. However, in the case of the Czech Republic and its media system it is crucial to know the historical context. There were few milestones in the development, especially during the 20th century, that shaped Czech mediascape and even national thinking significantly. Following subchapters will introduce the most important moments in the media history and also the present situation of the media system.

3.1 History of Czech media

Czech lands quite quickly reacted to the development of the press in Europe; the first attested print was *Statua sinodalis Arnesti* from 1476 (Bednařík, Jirák, & Köpplová, 2011). Czech Bible was printed before the end of the 15th century. There were also written newspaper in the end of the 15th century. However, newspapers in general were not that important nor wide-spread and from 1562 they were censored. Czech lands were under the rule of Habsburg monarchy at that time and, of course, there were endeavours for a bigger autonomy of Czech aristocracy that led into a battle on Bílá hora (White Mountain) in 1620. The monarchy won; great repressions followed along with the extrusion of the Czech language and emigrations of many intellectuals. Written newspapers were used for contact with the homeland by exile; otherwise travel books and chronicles were popular. In the 18th century, the German language was the only official language in the Czech area. However, the end of the 18th century brought enlightened monarchs, thus certain liberalisation and reforms. The compulsory school attendance was introduced in 1774. In this time, the Czech national revival began, followed by first more important newspapers – *Schönfeld newspaper* and *Kramerius newspaper*, both written in Czech, endorsing to the national revival. Other newspapers appeared soon, in 1826 Prague newspaper edited by František Ladislav Čelakovský started to pick news from foreign newspaper and so it was not dependent on German sources. Scholarly and scientific magazines were of a great importance in that time, too (Bednařík, Jirák, & Köpplová, 2011).

The censorship was declared off in 1848 having as a consequence a great growth of political topics in the press and a birth of many new periodic and non-periodic prints. During four years two new laws were implemented to suppress this. Czech newspapers and magazines split into three streams: liberal, radically democratic and conservative. In 1851 the

press repression started and so many Czech politicians were captured; public political life and national clubs were aborted. However, great literary works arose, such as *Tyrolské elegie* (Tirol Laments) by Karel Havlíček Borovský, *Kytice z pověstí národních* (A Bouquet of Folk Legends) by Karel Jaromír Erben or *Babička* (The Grandmother) by Božena Němcová. The new constitution in 1861 ensured liberalization and a possibility to vote Czech representatives (Bednařík, Jirák, & Köpplová, 2011).

The second half of the 19th century was significant in the importance of written word for the society and in the professionalization of journalists. World War I stopped the development in the whole Europe. Because of a very strict censorship from 1914 many periodicals disappeared; until the end of the war there were 293 periodicals less in the Czech area. A new republic, Czechoslovakia, was established after the war, October, 28 in 1918 with Tomáš G. Masaryk as a president. Czech lands were finally autonomous. The Czech press agency was established the same day as the republic and the press syndicates gained a big importance, especially *Melantrich* that was publishing 11 daily papers, 60 regional week-papers, 12 fortnightly magazines, 40 monthly magazines and 70 more other titles (Bednařík, Jirák, & Köpplová, 2011). The Communist party had also very expanded regional prints, among others prints, which was important for the next era of Czech history. In this time, tabloids appeared in a bigger measure in the Czechoslovakia. The regular radio broadcasting started in 1923 with state's quotient of 51 % which meant a monopoly of the state in broadcasting. Also thanks to the first sport reportage in Europe (1926, commented football match between Slavie Prague and Hungárie, Hungary) the radio gained mass attention (Bednařík, Jirák, & Köpplová, 2011). However, Czechoslovakia was fighting serious political and economic problems after the war and the world economic crises made it even worse which resulted in the turn of the Czech society to the left of the political spectrum. The frontier areas were struck the most because the industry was centred there – a great tension ensued followed by the endeavour of Slovakia to be autonomous.

The Munich Agreement in September, 1938 destabilised Czechoslovakia in a great manner. The country was forced to give up to Nazi Germany its frontier areas which meant the loss of most of the industry and the frontier fortification. The censorship was inducted again and during one year 1900 periodic titles disappeared (Bednařík, Jirák, & Köpplová, 2011). The content of the press also followed the rise of the extreme right

wing and anti-Semitic moods in the society. After the definite separation of Slovakia in March, 1939 also the radio broadcasting separated.

Shortly after, the Protectorate of Bohemia and Moravia was declared. The illusory autonomy could not prevent the origin of many rebellious groups; many people emigrated and started media companies abroad. Reinhard Heydrich introduced in 1941 the germanisation project which would have resulted in liquidation of most Czechs, and the time of great repressions started along with executions that were publicly announced via radio and leaflets. Through it all, illegal prints continued and a great role played the prints of the Communistic party which was the most active (and most chastised, too). Its *Rudé právo* (Red Justice) newspaper was distributed in the whole country; a big emphasis was laid in comments to the current situation and program announcement of the Communistic party. After the assassination attempt on Heydrich the situation escalated in even greater repression; two villages were annihilated as a warning.

Before the end of World War II Czech media disobeyed the Nazi-dictate; especially the Czech radio helped during the last days by giving an impulse for Prague Uprising and thus escalated the end of the war in Prague. After 1945 the expurgation of media started along with the issuing of licences for the publishing of periodic prints as it was common in most liberated countries. The mood in the Czech society was pro-Soviet and pro-communistic oriented which helped the Communistic party (CP) to control the politic situation soon and to start to build a totalitarian system.

The freedom of the press did not stay long; shortly after 1948 the CP controlled both media and printers – many periodicals were banned along with the foreign newspapers (except for the communistic ones). The main daily newspapers were *Rudé právo* (Red Justice) and *Zemědělské noviny* (Agronomic Newspaper), published by the Communistic party. However, there were few more non-communistic prints allowed, such as *Svobodné slovo* (Free Word) and *Lidová demokracie* (National Democracy) – both party's newspapers – and many lifestyle magazines, of course controlled (Bednařík, Jirák, & Köpplová, 2011).

On the 1st of May, 1953 the public TV broadcasting started, owned by state and financed from concessionary fees. The second half of the 50's brought liberation and democratisation because of the reform wing in the CP. Media started to develop again; also the cultural life flourish. The Prague Spring, as it is called, lasted until 1968 when the Soviet Union's army invaded Czech lands because it was alarmed by this liberal develop-

ment that impeded to break the USSR's influence integrity. Both radio and television supported the Prague Spring movement until their buildings and studios were occupied by the Soviet army and even after – from improvised studios all around in Prague (Bednařík, Jirák, & Köpplová, 2011). However, the USSR took over the control eventually and the development went back to 1948. During this time of normalisation the economic and social situation became worse. Yet some good series were filmed and even sold abroad where they were very successful; comedies were also very popular in that time.

In 1977 Charta 77 movement started with a document with the critique of the encroaching of human rights in Czechoslovakia. Many people signed it and were punished, however the rebellion against the regime kept growing stronger both in samizdat (non-official prints distributed in restricted number) and exile prints and in demonstrations. The crucial one was a student demonstration on Národní třída in Prague on 17th of November, 1989, that was brutally fought down – the reaction of the public was a mass one and the demonstration continued for few days (Bednařík, Jirák, & Köpplová, 2011). During those days some employees of the Czechoslovakian television rebelled against manipulated broadcasting of this event. All those things led into the resignation of the president Gustáv Husák and in the election of Václav Havel on his place – one of the leader of Charta 77 and Občanské fórum (Civic Forum). Because of a peaceful process of this change, it was called the Velvet Revolution (Bednařík, Jirák, & Köpplová, 2011).

After the Velvet Revolution (and the dissolution of Czechoslovakia in 1993) a big privatisation of media was in progress, including of the disestablishment of television and radio and changing them into public service media. The commercialisation of media followed soon and with a new law in 1991 the space for broadcasting was open against a license that everybody could get. Gradually, big concerns started to be owners of Czech media – especially the German ones – and Internet slowly gained its place, too. The process of digitalisation of TV broadcasting was finished in 2011 (Digitalizace, 2011).

3.2 Current context of Czech media

The media system of the Czech Republic is dual with Czech television and Czech radio to stand for public service media; commercial media represent the majority and quality prints are marginal. All significant media belong to some media group. However, the structure has changed from the 90's – the majority of owners are not foreign investors but Czech businessmen, respectively it is Czech businessmen who own the big media groups (Infografika, 2014). Among the most important belong MAFRA with daily newspapers, magazines and online media, owned by AGROFERT of Andrej Babiš, the Minister of Finance; Economia with the same publishing content is owned by Zdeněk Bakala; the most read newspaper *Blesk* (tabloid press) is owned by Czech News Center with Czech owners; also the big group of financial press and magazines belongs to a Czech businessman. During last few years, the number of TV and radio channels have grown, also due to the digitalisation. However, there are four big players in the TV field: CET 21 with a share of 32 %, Czech television as public media service with 30 %, FTV Prima with 21 % and Barrandov TS with 5 % (Měsíční zpráva, 2015). The radio mediascape is much more fragmented; the most listened radio channels are Radio Impuls (12 %) and Frekvence 1 (11 %) – commercial radios – and Czech radio – Radiožurnál, a public service media channel, with 9 % (Poslechovost, 2015). The most significant newspapers are *Blesk* (a tabloid newspaper), followed by *Mladá Fronta Dnes*, *Právo*, *Sport* and *Lidové noviny* (Čtenost deníků, 2015). Online media have profiled themselves quickly and their readers' profile usually follows the readers' profile of their printed version.

4 Method and implementation

The aim of this work is to describe how and if the concept of global journalism is known and practised. Therefore, mixed methods approach was chosen that combines both quantitative and qualitative methods (Creswell, 2009) to achieve as complex data as possible. Since all methods had been in progress at the same time it is a parallel mixed method (Teddlie & Tashakkori, 2009). The research design was based in three methods: quantitative surveys with some open questions for getting a deeper context plus qualitative interviews with media scholars to show knowledge on global journalism among people in media sphere; and content analysis of media to explore the presence of global journalism in Czech media. Together they allowed for a greater and more complex picture of the researched field. At first, a background research was executed to identify universities with media related programmes. The result were then used for creating the survey and for marking the population.

4.1 Content analysis

To explore the actual presence of global journalism in Czech media content analysis was used. As Hansen and Machin (2013) note content analysis is good for the systematic and quantitative analysis of media output. The decision was to analyse four quality online media; from which three were online versions of quality newspapers (idnes.cz, lidovky.cz, ihned.cz) and one was the most visited news server without any printed version (novinky.cz); regional and tabloid online news sources were excluded – regional ones for their very local focus; tabloids because of their sensational content with a little actual quality news. The choice of quality news service was important because there was the biggest chance to find some aspects of global journalism. Even Berglez (2013) acknowledges that expectations for global journalism are often high and that the practice demands wider perspectives in news reporting – those requirements mainly quality journalism fulfil. Online media were chosen for their availability everywhere in the Czech Republic; their interactivity that is able to catch people's attention and the unlimited space for an article are also very important for executing global journalism.

The period for collection of data was set on 14 days and a systematic random sampling was applied for the selection of news item. Since this was the second half part of the research study, also the amount of data was significantly bigger to ensure that the picture

would be objective. The analysis should have shown if some aspects of global journalism could be found in Czech media, thus only four variables were set – media source, the type of the news, the topic of the news and the existence of global journalism in the news. All variables were on the nominal scale. The creation of coding sheet tried to reflect variety of news (Appendices 2). Five basic types and fifteen topics were set and all articles were encoded into it.

Four Czech online news servers were chosen (*lidovsky.cz*, *ihned.cz*, *idnes.cz*, *novinky.cz*) in the period from January, 14 – 31. The aim was to research as up-to-date situation as possible but, at the same time, to have some distance. Therefore, the beginning of a new year seemed convenient. However, the very beginning of the year usually reflects the past year, so the searched period was moved into the half of January 2015. Because of a huge amount of possible data, every second day was analysed. The news were selected according to systematic random sampling with the rule of every 5th article. For one server (*idnes.cz*) where the number of articles per day was considerably higher the rule changed to every 7th news item. Because of the use of systemic random sampling the number of items from each media source differ slightly – 113 articles from *Lidovsky.cz*, 100 articles from *iHned.cz*, 103 news item from *Novinky.cz* and 114 news items from *iDnes.cz*, all together this sectional study contained of 430 lines of data.

SPSS was used for the analysis of data. Cross-tabulation and frequencies were applied mostly to discover relationships between media and appearance of global journalism or the presence of global journalism in particular types or topics of news item, however central tendencies were also measured to have general data and a control of cross-tabulations at the same time.

This method can be repeated anytime with very similar results. Those should be valid and valuable for the populations of both surveys and interviews – that is for students/graduates/teachers of media related programmes and also for media professionals. It might help to see media output in a different, global journalism light.

4.2 Surveys

Surveys as a quantitative research method offer numeric description of different variables that show participants' views and attitudes (Creswell, 2009). For the purpose of this work the descriptive survey (Wrench, Thomas-Maddox, Peck Richmond, & McCroskey, 2013) was done to see how target population perceives various issues that are connected to global journalism and its implementation.

Surveys comprised of 24 questions from which two were not mandatory to answer (Appendices 3). Most of questions were measured on the nominal scale which means that only one category can be marked (Wrench, Thomas-Maddox, Peck Richmond, & McCroskey, 2013), however there were also some on the ordinal and ratio scales where ordinal questions allowed participants to rank their experience and ratio questions that brought precise data that differs from participant to participant (Wrench et al., 2013). Two questions were open for a verbal answer. The first section of the survey covered personal data along with the expertise and studies of the participant. The quality and relevance of studies were explored in the second section followed by question concerning the search of information from foreign sources. All those questions were supposed to give a needed context for understanding why global journalism is or is not known among the target population. The core of the survey was a set of open and closed questions on the concept of global journalism and its practice. In the end, participants had a chance to reflect on global journalism and its implementation in an optional open question.

Students and graduates of media studies or journalism, and young people who work actively in media composed the population for this survey. The age was important because global journalism is relatively new and, above all, this generation was one of the first who were taught in digital age already and they have a high level of new technology literacy. The basic demographic data showed that majority of respondents were women (78 %) and most respondents (83 %) were between 21 and 26 years old. Students formed the biggest group of respondents followed by graduates; almost half of all respondents was based at Masaryk University, Brno, followed by 38 % respondents from Charles University, Prague. Only one person did not study a programme related to media. More than a half of respondents work in media whereas 30 % study only. From the group of not working respondents almost a half would like to work in media in the future; one of the open answers was excluded for stating both yes and no.

Participants were reached randomly via Facebook groups of particular faculties and programmes. Unfortunately, most universities do not allow sending of bulk mails so there was no other option than to use a social network and ask people to share it further. The final number of filled surveys was 171 which can show some tendencies, however, it serves more likely as an exploration research.

4.2.1 Validity and reliability

For every study the question of validity and reliability is crucial. This research study was designed as a survey that can examine a change in population over time (Wrench et al., 2013) therefore can be done repeatedly with the same group or even as a trend study with different participants. The reliability of this survey was further ensured by making most of questions mandatory while fields for verbal answers had set minimal number of signs. Furthermore, the question that explained the concept of global journalism used in this work displayed only after all previous questions were answered to avoid for this concept to influence participants' minds. Also, it was set through the system that this survey cannot be repeated by the same person (from the same IP address). Creswell (2009) suggests three types of validity: content validity, predictive validity and construct validity. However, the basic is that “instrument measures what it is intended to measure” (Wrench et al., 2013, p. 232) which was taken a great care of while creating the survey. A pilot survey was done, too, to avoid bias and to make sure that the structure is logical and survey serves its purpose.

4.2.2 Gathering of data

For the actual gathering of data the web application Qualtrics.com was used. It is a very helpful tool for surveys that cannot be done in person as in the case of this survey. Also the analyses is much faster because there is no need for special coding and re-writing data into a statistic program, which can cause mistakes and endanger the validity. The final number of respondents was 171; all surveys were finished although only 5 % of respondents answered also the last optional question. The survey was open for two weeks.

Variables were compared to find out if any of universities gave their students a global context, if education or foreign sources have shaped their ideas about global journalism

or if demographic data had any impact on the perception of the introduced concept of global journalism. Most of the questions were analysed statistically through the Qualtrics's tools therefore there was no need for creating a coding template. Central tendencies were measured; also one correlation was done to find out if the number of media sources has some relationship to the number of foreign media sources. However, the question *What do you think "global journalism" could be about?* which was a crucial one for the whole survey was an open question. Hence another question followed to analyse it more easily. It offered six different theories of global journalism and participants were asked to mark the one that was the closest to their previous answer. The seventh option stated there was no similarity and in that case the question no. 16 was analysed with a greater interest. Other open answers were optional and therefore there was no big expectation that many participants would fill it. If they did, key words (common terms) were used for analyses. English tables were done in Excel because the survey and its results are in Czech.

4.3 Interviews

Qualitative research allows a deeper view into the researched problem, however it demands a greater amount of time (Hansen & Machin, 2013). It can be divided into three basic types: case study, ethnographies and experience narrative (Murray Thomas, 2003). However, there are more division and types according to different authors (Creswell, 2009; Hansen and Machin, 2013). The unique feature of qualitative research is that it brings narrative data (Teddlie and Tashakkori, 2009).

Since this work did not intend to bring a broad qualitative research, long interviews were chosen to study the global journalism phenomenon among the target group of media scholars and teachers. The intention was to ask one randomly chosen person from each university in the Czech Republic that offers a media studies or journalism programmes. An e-mail was sent to the chiefs of media or journalism departments with a request for forwarding it to all teachers in that department so that everybody had an equal chance to participate. In the end, there were three interviewees from Charles University, Prague, Masaryk University, Brno, and from Metropolitan University, Prague. The first two universities are state institutions whereas the third one is private.

Interview A

The first interviewee is a teacher at Metropolitan University, Prague (MUP); an expert of analyses of media. He lectures courses in Media Studies programme. Therefore also his answers were connected to media expertise more than to journalism.

Interview B

The second interviewee is a teacher at Masaryk University, Brno (MUNI); her field of expertise are local media. She has a background in journalism and actively lectures various courses in journalism, especially those oriented on online journalism.

Interview C

The third interviewee is a lecturer at Charles University, Prague (CUNI); she focuses on minority issues in media. She used to be a very active journalist, now she teaches courses at journalism department and participates in international comparative media study.

Interviews had seven basic questions containing the reflection of the development in media and journalism studies on the particular university, the offered context of studies, and the discussion about global journalism (Appendices 4). The interviews were person-to-person; they were led in scholars' offices and in Czech language so that the interviewees felt comfortable. Their answers were recorded, transcribed and translated into English. The analysis was done in few steps: firstly, the answers were summarized and key words marked (interesting ideas, strong views plus commonly used words both within that interview and throughout the whole study). Then those summaries were used for comparison of each answer from all three interviewees; and finally, common denominators and strong disagreements were identified.

Questions were asked without suggesting any possible answer to avoid violation of reliability; a big emphasis was laid on personal ideas of the respondents and their views of current situation in media and society to get broader context. Interviewees could not influence each other, neither did they know who was interviewed besides them. They did

not know the questions before the interview so that they could not prepare themselves and read some literature. The purpose of this study was to discover the actual knowledge on global journalism thus any preparation would be ineligible and would distort the authenticity.

5 Results and analysis

In this chapter, the answers to the research questions will be introduced separately followed by the analysis of results; then findings from all the questions will be compared with each other.

5.1 Global journalism in Czech online media

The aim of content analysis was to prove the existence of global journalism in Czech online media. Data were analysed through SPSS.

To introduce the analysis, the type and the topic of news items were measured. The most common type of news in general was local news (33 %), followed by foreign news (26 %) and culture related news (18 %). Fifteen categories of topics were set; the results might seem surprising: curiosities and lifestyle were on the top with almost 15 %. Economics had 2 % less and politics with crime issues moved around 10 %.

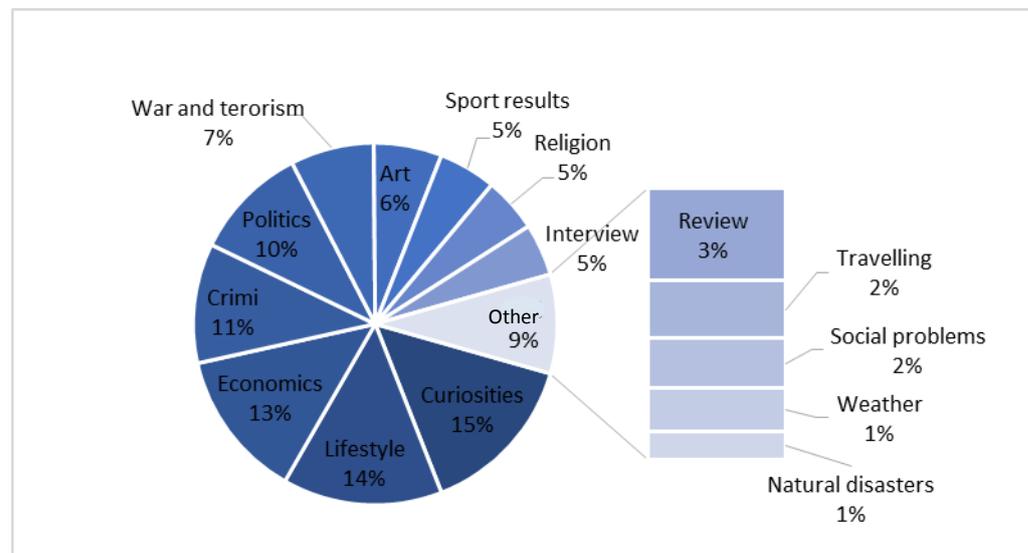


Figure 1 – Topics of news in studied media

The presence of global journalism was the crucial question. The content analysis showed that there is almost 15 % news items with some global aspects. Global journalism appeared the most in news service of iHned.cz – in 19 % of news – and almost the same amount could have been found in Lidovky.cz. Even iDnes.cz held the level above 15 %, however, only 5 % of the news in Novinky.cz showed some global aspects.

		Source				Total
		Lidov- ky.cz	Ihned.cz	Novinky. cz	iDnes.cz	
GJ	Yes	18,6 %	19 %	5 %	16,7 %	14,9 %
	No	81,4 %	81 %	95 %	83,3 %	85,1 %

As can be seen from the table 1, 85 % of all news item did not content of any aspect of global journalism.

5.1.1 Global journalism and topics

Cross-tabulations were done to compare data and thus to get a greater context. Starting with data without taking the global journalism feature into account, it was interesting to compare types and topics of news with the source to have more precise picture of the content of the particular online medium. Local news were the most common type of news for Novinky.cz and iDnes.cz although iDnes.cz had the same amount of foreign news, too (37 %). Foreign news represented the major type of news for Lidovky.cz. A third of all news on iHned.cz was connected to culture followed by local news (27 %) and business with 22 %.

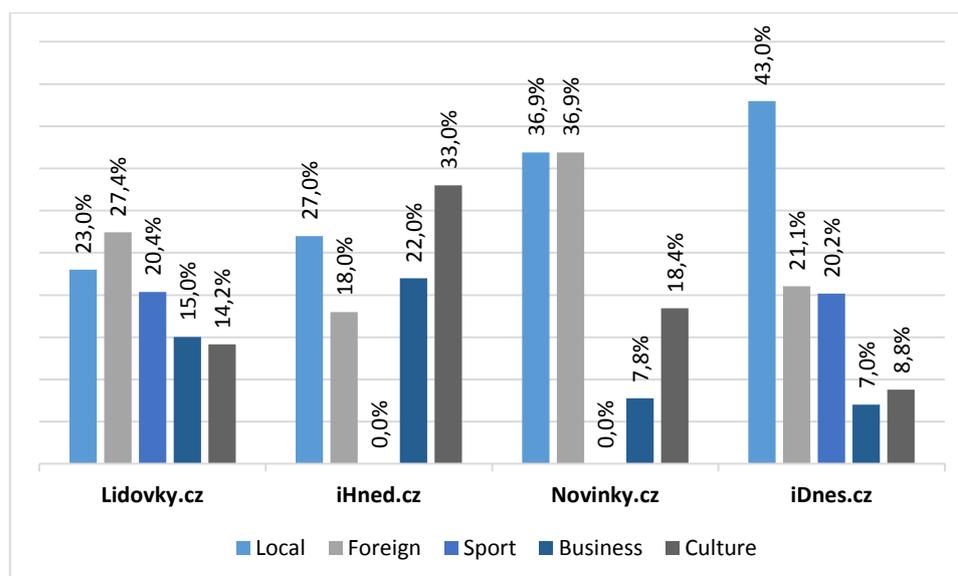


Figure 2 – Distribution of types of news in studied media

To see the distribution of types of news in particular media a standard deviation was used. The most balanced levels offered Lidovky.cz. All other studied online media showed the deviation twice as big. Crime related topics created the majority of topics for both Novinky.cz and iDnes.cz; interesting was the quotient of curiosities across all media that always was in the upper half of topics and for Lidovky.cz even the most common one (20 %).

Furthermore, the type of news were compared with the presence of global journalism to find out in which news it appears the most. Business news were on the top with one fourth of their content featuring GJ; cultural news, on the other hand, proved the existence of global journalism the least (9 %).

5.2 Young people's knowledge on global journalism

Surveys were filled by students or graduates of media related programmes and young media professionals. The goal was to receive data about the awareness of global journalism among this population that is connected to media the most. However, the education background was an important part, too, since one of the research question covers not only global journalism education but also education in general. Without proper journalism education, students cannot enter the media market with desired skills and possible knowledge on global journalism. Therefore, students' evaluations of their studies are included in this study.

Respondents evaluate that their studies mostly fulfil their expectation: 40 % consider their experience with the education as useful while expecting slightly more; rather negative experience have 29 % of participants while 6 % are completely satisfied. Next question studied if the university prepared its students for the practice. The results basically copy the previous answers with small deviations of maximum of 4 %. Most of the respondents agreed that media/journalism studies are an important base for the practice (69 %) while a quarter thinks the opposite (Figure 3).

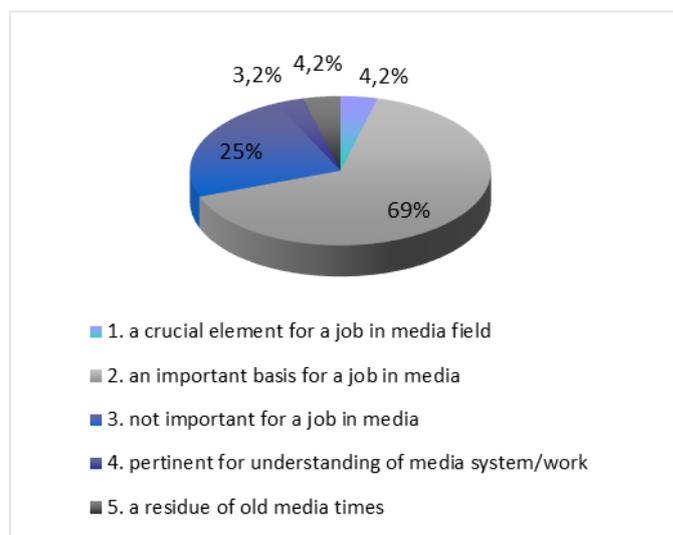


Figure 3 – Opinions about media or journalism studies

Also, 68 % think that their study programme reflected changes in media field, only 2 % of participants disagree with this strongly. More negative answers brought the question about global overview offered by the study programme – 42 % of respondents said that there was not enough of it in their studies.

Global journalism related questions formed the core of the survey. The basic ones were *Have you ever heard a term "global journalism"?* and *What do you think "global journalism" could be about?*, which was the only mandatory open question (no. 16). Half of respondents knew about the existence of global journalism. However, the number of respondents of the follow-up question *If yes – where?* exceeded the number of „yes“ answers in the previous question (98 vs. 87). Therefore, this question (no. 15) was excluded in the analyses to avoid the distortion of validity. The only mandatory open question no. 16 was analysed through the control question 17 that offered various theories about global journalism – respondents were asked to choose the one that is the closest in meaning to one of offered choices. There was also the option of „Other“ and if chosen, the answer to previous open question was analysed separately. Following table show the particular answers to the question no. 17 with percentages.

Table 2 – Opinions on global journalism	
1. GJ as a mediator of news from the whole world to the global audience; what BBC, CCN, Al-Jazeera and some others do	24,0%
2. GJ is almost the same as international or world's journalism; all national media bring news from the whole world within a broader context	8,0%
3. GJ describes the way how media communicate news; studying of global information streams	3,0%
4. GJ tries to find a midpoint of global news for everybody; a concept of erasing differences among different countries and cultures	17,0%
5. While doing GJ different media cooperate across national borders in order to bring a comparison of an issue from different points, different countries and cultures	14,0%
6. GJ reflects that local and global events are interrelated and tries to implement it in news; bringing national/cultural aspect into global news	11,0%
7. Other	22,0%

Altogether, 22 % of respondents marked “Other” as their answer. Most of the open answers (70 %) did not say anything about global journalism (it was never heard or forgotten); the rest of ideas is written bellow:

Global journalism is:

- the international linking of redactions
- about topics where the borders of countries are blurred
- the world's interconnection of journalism work – availability of contents and sharing of information
- a partial unification of topics and lines of thought caused by an easy access to big foreign media
- journalism connected to Internet and to fast accessibility of information
- the work for media around the whole world and/or with sources from all over the world
- journalism that is common for the whole world – people can read about events although their national media do not cover them enough
- the convergence of journalism in the whole world

After the explanation of the studied concept of global journalism was introduced, questions evaluating its implementation into practice and its characteristics followed. The absolute majority of respondents consider this concept as being needed for the future (97 %) and only 6 % less of respondents agreed that it could be a benefit for recipients of news. The attitudes about global journalism as being helpful for media were not that explicit, 39 % of respondents think it can help but 45 % used the option of „I do not know“. This question offered a possibility to express ideas about why yes (answered 19 times) or no (answered 12 times). Majority of respondents (93 %) would implement global journalism into media/journalism studies. Further, the strong and weak points of global journalism were discussed.

Almost half of the respondents think that the strongest point of global journalism is the fact that it helps to understand remote events better. 39 % then think that it helps the journalists to understand the world better and see beyond their usual scope. There were only two types of answers in the option “Other” in strong points – either it has no strong points or three/all four mentioned in the selection.

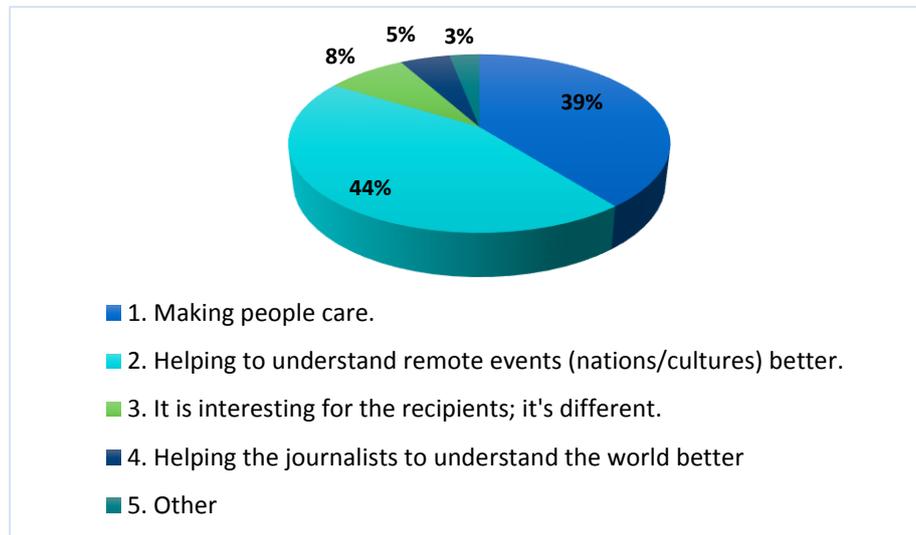


Figure 4 – Strong points of global journalism

The majority of respondents agree that the lack of time is the biggest problem of global journalism; a quarter thinks that there is no demand on this kind of news in the Czech Republic. 14 % respondents marked “other” as an option with similar results as this option in strong points – the cumulation of answers (most often time and money). Besides those, more ideas appeared:

- the risk of screwing foreign models onto our own
- difficult validation of information
- some articles may verge on publicistic style which is a risk for objectivity
- insufficient foreknowledge and overview of journalists
- complications in work
- low quality

- not everybody is interested in global information – those than build an „octopus“ of information

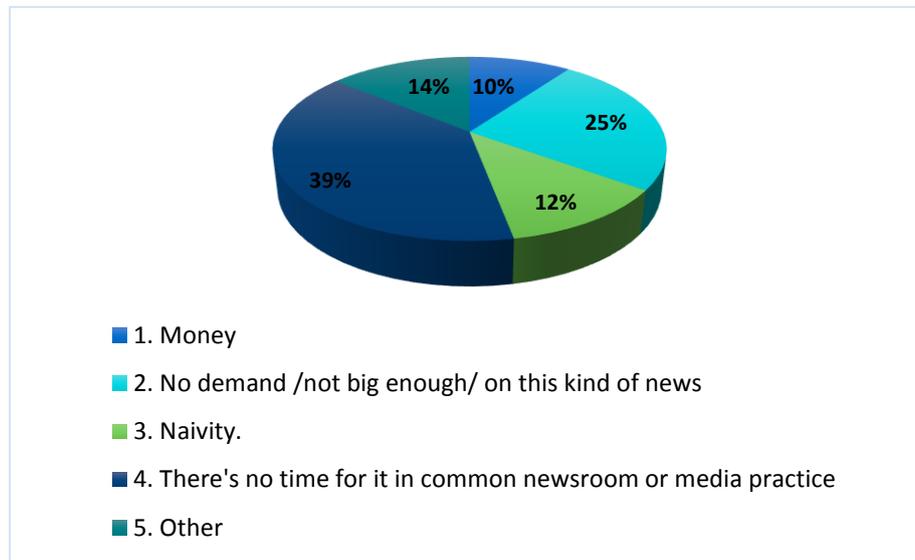


Figure 5 – Weak points of global journalism

The last question of the survey was optional and open, and asked for some reflection or further ideas of global journalism. Five respondents filled it with actual notes:

- specialised people would be needed who would go in for it in a long-term
- journalism schools should attend themselves to global journalism much deeper if it should be practiced in media
- a specialised agency should do it in the Czech Republic because media do not have money and people for it
- “To push ahead the idea of sustainability through global journalism seems unreal for me. And foremost, sustainability is nowadays an outdated term.”
- “Somebody needs money for a grant so he/she wants to make his/her absolutely marginal hobby another study field; another nonsense of cultural studies' type. Try to ram into it gender, dying black kids and puppies, then somebody will give you bucks for it, not me definitely.”

5.2.1 The relationship between education and view on global journalism

Cross-tabulations helped to find relationships between different sections of this survey and also within each one. Since big part of the survey was focused on education as an important background for possible knowledge of global journalism, a big attention was paid to its exploration.

There we three big groups of respondents connected to particular studies (Journalism FSV CUNI, Media studies FSV CUNI and Journalism and communication studies FSS MUNI) that were pertinent for broader comparison; the other study programmes did not have big enough representation of respondents to offer a valid picture. Therefore, those are not included significantly.

It showed that respondents based in journalism at CUNI were the most critical and negative in evaluations of their studies. When answering about if a programme fulfilled their expectations, journalist students from Charles University stated that the studying was useful for them in 35 %, however, only 13 % feel well prepared and nobody is really satisfied with the programme. On the other side, 22 % of them answered that the programme did not fulfil their expectations at all. The percentage of this extreme negative option in both other studied programmes was around 5 % while there were also people on the other side of the spectrum who were well-content. While by respondents from Media studies at CUNI the second best option (well-prepared) slightly prevailed the middle one – usefulness – respondents from MUNI considered their experience as useful in 45 % and 27 % feel well-prepared.

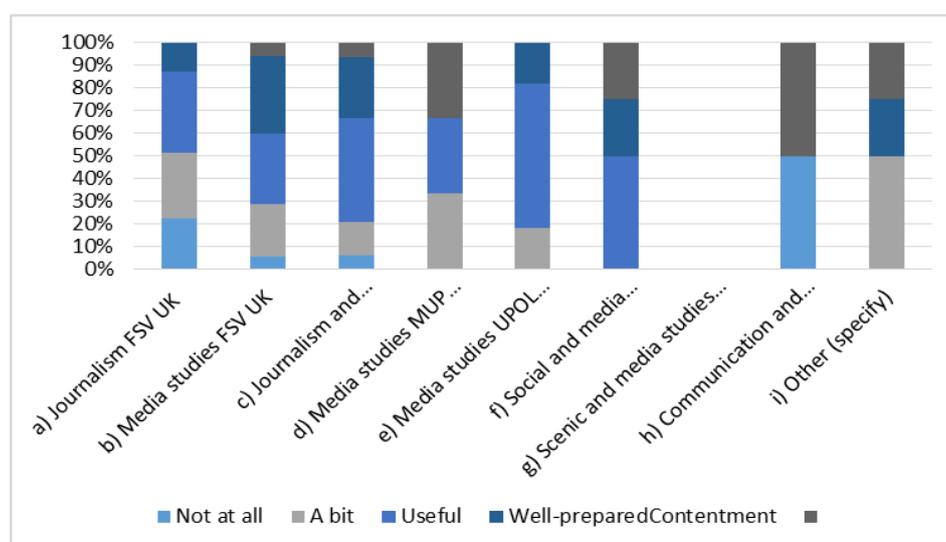


Figure 6 – Has the media programme fulfilled your expectation?

The connection of programmes and working experience were compared to various questions about global journalism. Both journalism groups (CUNI and MUNI) have heard about global journalism before (slightly above 50 %) whereas 60 % of MUNI respondents have not. The ideas about global journalism itself were more fragmented. Most of MS (23 %) and MUNI (18,5 %) students think about global journalism as “*a mediator of news from the whole world to the global audience*”; most of journalists (19,4 %) marked the option of global journalism as “*a concept of erasing differences among different countries and cultures*”.

Then the experience in media world were explored in the connection to global journalism. Respondents who study only or work outside media agreed on the choosing the first option in most cases (GJ as a mediator of news) whereas people who work in media, both studying and after studies, chose the fourth option (GJ erasing differences). All groups think, in majority around 25 % - 31 %, that global journalism could help various situation in media. Three questions were not included into any comparison because of the above 90 % majority – thus they can be regarded as a general opinion.

The last cross-tabulations researched if the status of respondents (a student or a graduate) influenced their perception of weak and strong points of global journalism. Both groups agreed on time as the weak point (27 % of students, 30 % of graduates) and also on the second most common which the demand on news (both 17, 5 %). However, students (34 %) see “helping to understand” as a strong point of GJ, whereas graduates (35 %) marked “making people care”.

Most respondents have heard about global journalism and mostly in school. However, only 14 % marked the GJ theory that is studied in this work as their opinion about global journalism. Most of respondents thought about global journalism as about a mediator of world's news (27 %), also the idea of an international cooperation of media was more represented than the studied concept (16 %). Students of journalism were aware of the term global journalism more than other groups, however, the programme of study did not influence significantly any other answers that were connected to GJ. The absolute majority of respondents think that global journalism is needed for the future, it can be beneficial for the public and they would also implement it into journalism/media education.

5.3 Scholars' ideas about global journalism

This subchapter is structured according to the interview's questions. At first, answers to all questions are presented; the concluding comparison follows.

5.3.1 The reaction of education

The interviewee A sees that education has gone through a big change in the reaction to the development of the world. He mentions that it is self-evident because the education has to react on the (media) industry. When being specific about the education at MUP he points out that its media programme was established recently so it was not bounded with old structures, therefore they could introduce courses that "*reflect the new age*" (from interview A). The perspective of their media programme is critical and it asks which social changes media bring. That is also what is accentuated in the education itself along with psychology of media users and reflexion of literature.

The change of media education is huge, according to the interviewee B. She acknowledges digitalisation as the main aspect of the change because the profession and even society are aware of it. However, she mentions that the Czech Republic is a "*transitive country*" (from interview B) where the trends show later. Masaryk University reacted in a great manner; they bought new appliance, implemented technological news into their education and re-accredited current programmes. The emphases is laid on the ability of critical reflection based in a scientific context and on the practice. The study of journalism is two-fielded.

The interviewee C replied directly about the actual change on CUNI. She said they tried to implement more course in multimedia journalism. They have to newly equip their radio and television laboratory so they have applied for a grant. She reflects that education of journalism at CUNI has still a lot to do to become competitive. The stressed aspects differ: for the Bachelor study the practice is the most important whereas the Master programme emphasises more the theory.

5.3.2 Desirable skills and knowledge of future professionals

The academician and the practitioner should have similar abilities, thinks the interviewee A. He highlights keeping distance from media, however, the students prefer to get easily usable skills for the practice. The interviewee A is well aware of the populism of media, of the existence of various confirmative groups and of the ability of media to raise emotions, thus he is persuaded that the cultivation of critical distance from media is the most beneficial skill for the students in the future.

The interviewee B swerved from the original question a bit while thinking about the importance of journalism education. She compared the discussion to the endless disputation about the chicken and the egg. She chose the abilities of fast orientation in technologies and doing everything by oneself as the most desirable skills for a future journalist. She notes that some skills will stay forever, such as good writing, however, the technological proficiency is a bonus and its importance will grow.

The art of searching information and technological proficiency are the two most valued abilities according to the interviewee C. She points out the need for broader education because of the information jungle online – the loss of aspects and contexts impend. Further, she considers a specialisation to be suitable for practice; if someone except for his/her universality has some area of interest and deeper understanding, it is an advantage. She thinks those abilities are valued in practice and foreign academia – she sees some problems with accepting them in the Czech academic sphere.

5.3.3 Contexts in education

The Metropolitan University prepare their students unequivocally within a Czech context, says the interviewee A. He regards media to be historically bounded with the existence of national language and “*constitutive in relation to national culture. And I keep thinking that the connection with the mother tongue is irreplaceable*” (from the interview A). Students get global context through foreign-language literature and in courses connected to the development in the world.

Most of the students of Masaryk University find work in the Czech context therefore the global overview, however important, is marginal, according to interviewee B. She thinks that media are connected to the history; that “*on the history matters how the present looks like*” (from the interview B). Yet, global context appears in some courses and more in the Master studies. The interviewee B wants the students to be aware that there are other system of journalism and media. She notes that students that chose as the other field politics or international relations have more of the global view.

The interviewee C missed global view in her studies so she tries to lead her students “*to look how it is done elsewhere*” (from the interview C). She is surprised that most of the students do not see the importance of this. Otherwise, students get more of global context during the Master programme in the course World's media. Also the English literature is used a lot because it is the most up-to-date.

5.3.4 Ideas about global journalism

Global journalism as a theory about global information streams is the interpretation the interviewee A knows. He also mentions tweeting and the use of smartphone, however, he does not consider those as global journalism.

Interviewee B sees global journalism as a grey zone of the lowest common denominator of cultures where all differences are erased. This has a very negative connotation for her. Also she marks global journalism as a “*sexy term*” (from interview B).

An area engaged in various aspects of one topic across different countries – that is global journalism for the interviewee C. She makes clear that also the international thematic comparison is included into this concept.

5.3.5 The question of practical use of global journalism

After introduction of the studied concept of global journalism for this work, interviewee A can see some indications of global journalism in Czech media, namely in Civilisation (talk-show, Czech television). He mentions that the Czech Republic was forced “*to certain up-local redefinition of its context*” (from interview A) after the accession into EU. He thinks that the concept of global journalism is a nice idea but the development goes in the opposite direction – there is a significant localisation of media. Also the pull-out of information from the context and no endeavours to find a new one are a huge problems in his view. At last, he thinks that global journalism practice would be a benefit, however, it would not work.

The interviewee B cannot imagine that global journalism would work and she asks – “*who will decide which global topics are important?*” (from interview B). She likens global journalism to activism or advocacy journalism. She is persuaded that the concept would not take some important place in news production. People need to be shown what it means for them personally, she continues, and that is a very hard work in global news. On the other hand, she asks who would force people to read such a news – according to her own view that one might want to know the news, not to know what it means for him/her.

Global journalism would work, the interviewee C is persuaded. She develops conditions under which it would be possible: a deeper interest, the ability to get money from various sources and a journalistic cooperation across borders. However, she thinks that those news would be suitable only for specific kinds of media because it takes a huge amount of time. An original content can attract people; on the other hand it is a question whether such news would draw bigger attention than some news about a celebrity.

5.3.6 Weak and strong points of global journalism

The interviewee A thinks that the idea of global journalism is beautiful but it is almost a utopia. The society is the weak point of the studied concept. *“The mentality of consumer society is egoistically narcissistic. Do tell me about a Cambodia worker who made this notebook, tell me about how can I buy new shoes on it”* (from the interview A). Further, he develops the ideas of responsible branding and corporate social responsibility that have no long future either. He sees a wave of nationalism PR coming.

Who is interested in it, is a question that bothers the interviewee B. She thinks that is the key question for media and when they answer it they will not, most likely, implement global journalism in their content. And even if they found some market it would be too expensive and time demanding. Besides practical problems (money, time, and no mind to do it) she sees also a significant problem in psychology of media: *“Media don't want to gripe their readers. And you can imagine what kind of feeling you provoke when you say: You've just bought, you stupid, an Xbox on which a Cambodian kid had been working the last 12 hours”* (from interview B).

The interviewee C clearly stated both weak and strong points. Global journalism in her view offers a broader view on a given topic but it is very time-consuming. The lack of time she mentions frequently. Furthermore, there is a need to accommodate to current conditions that are often not friendly. Getting money is one of those. She thinks that it is *“short-sighted from the publisher”* (from interview C) not to give some money for original content. She mentions that the proximity is crucial for journalism in general, especially for the foreign news – and for global journalism, of course.

5.3.7 The future of journalism and media

The world media is definitely different now, the interviewee A thinks. He is sceptical about the future – normative demands on media are not valid any longer and the importance of information from media for decision making is shrinking. He notes that the Czech market is limited by language and many projects cannot earn their living there. However, he has an idea inspired from Germany about media without advertisement that would be first-class, expensive, paid by those who want to read them. The problem is again in the market – this *“has a bigger chance in 80 million Germany than in 10 million Czech Republic”* (from interview A). In general, he is doubtful about the future.

Despite of having been pessimistic during the whole interview, the interviewee B sees the future amicably. She thinks that the golden middle path will win; the scales in the society work well – *“the more you support one extreme the more another one would arise so it becomes balanced”* (from interview B). Therefore, there will be no unified type of journalism. Rather, it will diversify more and more – which is alright in her opinion. The printed media will not end but there will be fewer of them – and fewer of all kinds of media, too. Television and radio will focus more on entertainment and online media will offer both “trash” and quality news service.

“People have complained about journalism whole centuries,” states interviewee C in the beginning and adds that although there is always something to criticise, journalism has accommodated each time and will do the same in the future. The future itself will be different; watching of main news relation in prime time will end because everybody can watch news whenever he/she wants – online. On the other hand, the number of people who are flooded with information will grow. She considers herself to be part of this group that will be willing to pay more for a good selection of news they are interested in. She thinks that printed media will stay, too: *“The paper still lures students of journalism and ... even their generation [children's], at least when there are some active elements”* (from interview C).

5.3.8 Concluding comparison of interviews

There were only few points where all three interviewees agreed. One of them was the context in which students are prepared for their future jobs – all scholars think that media are culturally bounded therefore students are taught mostly the Czech context. However, there are some global aspects in education at all three universities, either in foreign-language literature or in special courses that touch world's perspectives. Both teachers B and C, representatives of journalism programmes, added that more global context is offered in Master studies. They also marked technological proficiency as one of the most desirable skills; further the ability to do everything by self, the art of searching for information and the critical distance from media were mentioned. In general approach to the journalism education, interviewees A and B agreed upon that it has changed significantly and they laid emphasis in education on critical reflection while the use of technology as one of particular changes and the emphases on practice corresponded in answers of scholar B and C.

Interviewees offered completely different ideas about global journalism, however for both scholars A and B it had some negative connotations. Interviewee B even said that her view on global journalism is scary. Negative approaches appeared in their following views on practical use of global journalism. Only the interviewee C was optimistic about it. She also mentioned, as the only one, that she would welcome more global overview in journalism education because she thinks when somebody is interested in some area it is crucial to know how this area looks like in other countries.

Interviewees A and B marked global journalism as a nice idea without being actually able to imagine it working. They differed in reasons for it: while the scholar A blamed the egoistic consume society, the teacher B mentioned time, money and interestingness for both recipients and media as the obstructions. Also the interviewee C pointed the time consumption as the main problem of global journalism; she suggested that this kind of journalism could be done only in media that do not mind to wait for the news. However, she was the only one, again, who saw a strong point in the studied concept – a broader view on the given topic. She knew some examples from abroad and mentioned one Czech example, too.

The future of journalism was seen differently by all three scholars. Interviewee A was very sceptical and doubtful, however he suggested as one option expensive media without advertisement on a technologically easy platform. The golden middle path is the answer for the interviewee B along with further diversification of media and disappearance of some titles and channels. However, that is a good thing in her view. Interviewee C stated that journalism has always reacted to the conditions and that this trend will continue. She mentions changes in consumption of news and she suggested a possible rise of a group of people who will demand quality digest of news they are interested in. In this idea of appearance of expansive quality media paid by their consumers, scholars A and C partially agreed. Interestingly, another match was in further existence of printed press that was mentioned by interviewees B and C.

The areas of interests were clearly to be found in answers of interviewees. The answers of interviewee A proved his media analyses background strongly; he also criticised media the most. He used a lot of international words and he knew English and German terms for certain theories in media. Interviewee B showed her unbelief towards global journalism grounded in the fact that she studies local media and global theories therefore considers to be “sexy terms”. However, it was obvious that she likes her job and is proud of the achievements of the university and of the feedbacks the education gets from both students and media redactions. The positive ideas about global journalism of the interviewee C can be traced to her research field of minority issues in media – she might be more opened for alternatives. Also her interest into foreign countries and media was bright throughout the interview.

Not only expertise were seen in the interviews, also the university backgrounds. MUNI seemed to be very well prepared for the future and the education followed, according to interviewee B, the newest trends; MUP benefits from establishing its media programme recently, whereas CUNI as the oldest institution has things to improve, in the view of interviewee C.

5.4 Summary

This conclusion is structured to answer all research questions and to compare and conclude results from all three methods. Interesting information can be found in comparison of interviews and surveys, especially because two scholars are teachers at universities where the two biggest groups of survey respondents, that were the most analysed, are based.

5.4.1 Czech context and its influence on global journalism

The answer was given by media scholars who agreed that Czech context is very important for Czech media; it is bounded by mother tongue and it reflects the history. Czech Republic is Western oriented, however it still keeps gaining the years lost during the Communistic regime. Even some survey respondents mentioned that there is no market for global journalism; that the most remote thing most of people are interested in is what their neighbour does.

Hence, although universities try to react as fast as possible to the changes in media industry, global journalism might have to wait for the society to become global enough to demand it, first.

5.4.2 Can global journalism be found in Czech online media?

The content analysis proved the existence of global journalism in Czech online news media. However the quotient of news with some global aspects is relatively low – only 15 %. Global journalism revealed the most in business news.

The presence of global journalism in media was proved although media scholars thought that the concept could actually not work (or not in a big measure). Both interviewees B and C think of time and money as the main weak points of global journalism. The respondents in surveys answered similarly. On the other hand, strong points of global journalism are that it can help both recipients and journalists to understand the world better.

5.4.3 Journalism/media education and global journalism

Starting with the general education and its evaluation, interviewee B said that their education had gone through significant changes and 70 % of MUNI respondents from surveys agree. Further, interviewee B pointed the emphasis on practice as one of two cornerstones of journalistic education at MUNI. Almost 42 % students were positive about that, too. The zeal that could have been felt from the interviewee B when she was talking about the programme is partially reflected also in the overall positive evaluation of studies at MUNI by the respondents of the survey. The interviewee C stated that the education at Charles University should keep changing and innovating – a half of respondents from CUNI in the survey mirrors this; the students said that the education had not changed enough. Interviewee C also proclaimed the emphasis on practice in the Bachelor programme. However, journalist students from CUNI (Journalism is a Bachelor programme) mostly disagree.

In general, Czech education offers global context occasionally; it is a marginal interest of most media and journalism programmes although two of interviewees agreed on that Master programmes bring more global overview. Global journalism is not taught yet as far as three representatives of universities said. Also no courses in global journalism were found in the background research of media related programmes on all universities in the Czech Republic.

5.4.4 Awareness of global journalism and ideas about it

All three interviewees and more than a half of respondents have heard about global journalism. They differed in definitions, yet 14 % of survey participants marked Berglez's idea about global journalism as the one that is the closest to their own opinion. The most common opinion was that global journalism is a mediator of news from the whole world. All other responses were significantly fragmented.

6 Discussion and conclusions

6.1 Discussion of methods

A mixed methods approach was chosen for this work. It allowed to combine both qualitative and quantitative methods in order to get a complex picture of the researched field. Since it would be difficult, if not impossible, to answer all research questions by using just one method three sectional studies were done. Two of them used quantitative approach and one was qualitative. All three studies were progressed at the same time because they were not dependent on each other, nor were they intended to influence each other. More likely, they should have complemented each other.

6.1.1 Content analyses

Content analyses was chosen to prove the presence of global journalism in Czech online media because it is one of the best methods for systematic analyses of media content (Hansen and Machin, 2013). There was no great amount of variables; it focused more on a representative sample of four Czech online news media to offer valid and reliable data, an accurate picture of global journalism in Czech media. The only disadvantage of this method was the inability to capture single aspects of global journalism. That would be a task for critical discourse analyses. However, the data collection was good enough to answer one research question fully; moreover it offered a broader context of the four selected media.

6.1.2 Surveys

The survey was supposed to answer the remaining questions. It was intended for students/graduates of media related programmes and for young media professionals. This population was chosen because of their technological literacy, orientation in new media and because they have grown up during the big change in media and in the world in general. Therefore they should have been able to reflect the new age with no or small burden of the old media discourse. The survey was divided into three parts that were connected to one another and also analysed in mutual comparisons. Because it was difficult to address the population, the survey is limited. However, all research question were answered

sufficiently. The possibility of interrelating many factors in analyses is a great advantage of this method; it brings a very complex picture of the population within the study field.

6.1.3 Interviews

The interviews were the only qualitative method used in this research. They, too, should have given answers to research questions. The idea was that a qualitative approach would bring more contexts into this research. Media scholars were chosen as interviewees because they should understand media the best and have critical distance to be objective. Their answers brought an additional contexts which were important for understanding Czech media and media education better. The small number of interviewees is seen as disadvantage, especially when interviews were compared to surveys.

6.2 Discussion of results and conclusion

Looking back at the results, one can see that they reflect some of the challenges Berglez (2013) suggested. First of all, answers of the scholars showed great variety of ideas about global journalism and scepticism towards it. The need for consensus what global journalism is and how to treat it is the professional challenge Berglez (2013) mentions. Interviewed scholars also said that the Czech context is crucial for Czech media – they are strongly connected by language and history. Journalism usually reacts on changes in society (Löffelholz, 2008), hence it can be argued that the Czech society is strongly influenced by mother tongue and history – the chapter on Czech media shows it, too. As scholars and some respondents mentioned, Czech society has not open yet fully towards the world. Berglez (2013) calls this introvert domestication – we and/or the world. The cognitive and discursive challenge in the Czech Republic is to change the mental structure that is tightened to history and tradition, and to overcome the introvert view on the world.

Furthermore, the change of education is needed as can be seen from the survey. The problem here lies in journalistic traditions that has been reflecting the changes too slowly. The education is too connected to the tradition, therefore a new concept only rarely gets into the actual lecturing. However, the young generation is more open, as results suggest, and the great majority of respondents would like to implement global journalism into the study programme as oppose to the scholars who did not consider it to be important enough. Following Deuze (2009), the result also showed that the media/journalistic education in the Czech Republic faces the same challenges as in other countries – technological innovations, the need for reaction on the culture diversity, re-thinking of the particular programmes.

The biggest problem respondents and interviewees identified was the lack of time and money. Berglez (2013) is aware that commercial challenge is one of the biggest and definitely the most pragmatic one. Money is needed for the changes on all levels - basic production of news, institutional level or even on the level of interaction with society. The scholars mentioned that during the interviews.

Looking at the actual presence of global journalism in Czech online news media, it is not that low as the results from both surveys and interviews might suggest. On the other hand, it is obvious that global aspects in news were not added consciously with the global

journalism idea. Business news were the ones that contained of global aspect most often. That reflects what Berglez (2013, p. 87) says about financial news - that they are the only ones “allowed to deliver abstract information without objectifying it (i.e., making it concrete)”. All other kinds of news need to follow the rule of proximity to speak to the audience (Berglez, 2013).

To conclude it, one can see that the results reflect most of the challenges Berglez (2013) mentions in the connection to the practicable global journalism. It can be also argued that the history of the Czech Republic makes it even more difficult for global journalism to become a conscious part of news production because the society is not yet open for it.

Further research can be done in public service media – Berglez (2013) notes that public service broadcasting has a big potential for global journalism, however, it operates within national scope and it is often a marginal service. That is not the case of the Czech public service media as can be seen in the chapter on Czech media. Furthermore, a study on media practitioners’ ideas about global journalism could be a relevant one to find out the views from inside of media companies.

Nobody can say what the future will bring, yet Löffelholz (2008, p. 24) points that Internet may be the medium of “further massive changes”. Therefore, it may be important for journalism to focus on innovations and on re-thinking of old discourse structures to be able to follow the accelerating flow of information. It should also take into account the need for more open, international views and the fact of interconnectedness that will be even more significant in the future. Global journalism might be helpful in all those changes as an actual tool. However, it has to start from the bottom – from preparing the future media professionals to lead the change of the direction of the dominant mind-scape to more global thinking.

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Appendices

I. List of figures and tables

Table 1 – Global journalism in particular media sources

Table 2 – Opinions on global journalism

Figure 1 – Topics of news in studied media

Figure 2 – Distribution of types of news in studied media

Figure 3 – Opinions about media or journalism studies

Figure 4 – Strong points of global journalism

Figure 5 – Weak points of global journalism

Figure 6 – Has the media programme fulfilled your expectation?

2. Coding sheet

Presence of global journalism

1. Yes
2. No

Source

1. Lidovky.cz
2. iHned.cz
3. Novinky.cz
4. iDnes.cz

Types of news

1. Local
2. Foreign
3. Sport
4. Business
5. Culture

Topics of news

1. Politics
2. Crime
3. Economics
4. Interview
5. Review
6. Curiosities
7. Travelling
8. Sport results
9. Lifestyle
10. Weather
11. War/terrorism
12. Natural disasters
13. Social problems
14. Art (theatre, music, film...)
15. Religion

3. Survey questions

1) Gender

2) Age

- a. younger than/or 20
- b. 21 – 23
- c. 24 – 26
- d. 27 – 30
- e. older than 30

3) What is your current status?

- a. a student
- b. a graduate
- c. I studied media programme for a while but I quit without diploma
- d. I haven't studied media programme but I work in media

4) What type of programme have you studied?

- a. Journalism FSV CUNI (Charles university, Prague)
- b. Media studies FSV CUNI
- c. Journalism and communication studies FSS MUNI (Masaryk university, Brno)
- d. Media studies MUP (Metropolitan University, Prague)
- e. Media studies UPOL (Palacký University, Olomouc)
- f. Social and media communication UJAK (Jan Amos university, Prague)
- g. Scenic and media studies UJAK
- h. Communication and mass media UNYP (University of New York in Prague)
- i. Other (specify)

5) Do you work in media?

- a. No, I just study.
- b. Yes, while studying

- c. Yes, after studying media programme
- d. Yes, after studying in other field
- e. No, I work somewhere else. But I want to work in media. Yes/No

6) Has the university media programme fulfilled your (positive) expectation? (scale)

- a. not at all/disappointment
- b. a bit, I learned some useful things
- c. it was useful but I expected more
- d. I feel well prepared, it was good, but still I had some more expectation
- e. it was all I expected/contentment

7) How much do you feel the school has prepared you for the practical field/work?

(scale, 1 – not at all, 5 – yes, completely)

8) Do you personally consider media studies/journalism to be:

- a. a crucial element for a job in media field
- b. an important basis for a job in media
- c. not important for a job in media
- d. pertinent for understanding of media system/work
- e. a residue of old media times

9) Do you think that your programme reflects/reflected changes that have occurred during last years (globalisation, digitalisation, on-line media, new technologies, etc.)?

- a. yes
- b. to some degree
- c. not enough
- d. not at all

10) Does/did your programme offer global perspective on different world's issues or media phenomenon?

- a. yes

- b. to some degree
- c. not enough
- d. not at all

11) How many media sources do you follow/read/listen to/watch regularly (regularly = at least 3x a week)? _____ x

12) How many of them are foreign sources? _____ x

13) Do you actively try to find additional information about foreign countries and issues in foreign media sources?

- a. yes, regularly
- b. yes; if the issue is big or very controversial
- c. yes; if I think that Czech media do not cover it enough
- d. sometimes but randomly; when something catches my attention etc.
- e. very rarely
- f. never

14) Have you ever heard a term “global journalism”?

- a. no
- b. yes

15) If the previous answer was yes, where?

- a. during lectures or seminars
- b. from mandatory or recommended literature
- c. outside of school

16) What do you think “global journalism” could be about? (Or is – if you know it.) – open mandatory question

17) What from following options is closest to your previous answer?

- a. GJ as a mediator of news from the whole world to the global audience; what BBC, CCN, Al-Jazeera and some others do

- b. GJ is almost the same as international or world's journalism; all national media bring news from the whole world within a broader context
- c. GJ describes the way how media communicate news; studying of global information streams
- d. GJ tries to find a midpoint of global news for everybody; a concept of erasing differences among different countries and cultures
- e. While doing GJ different media cooperate across national borders in order to bring a comparison of an issue from different points, different countries and cultures
- f. GJ reflects that local and global events are interrelated and tries to implement it in news; bringing national/cultural aspect into global news
- g. Other (specify)

18) Global journalism is a concept that relates close and remote events; local and global issues, using premise that the world is nowadays so closely connected that even local and global is interrelated. It brings some national/cultural or even personal aspect into global news in media in order to make people aware that they are not alone on this planet and that something that happens in Africa can have and often has some impact on the recipient of the news. It can be used in the global crises reporting the easiest because they are global themselves – than the task of GJ journalism is to make people care by bringing the news close enough to that person. While doing this, GJ tries to help to build and support sustainability. However, it can be used in everyday reporting, too.

E.g. a company XYZ manufactures game gadgets in Cambodia and exploit the workers. If the news goes like this, it is foreign news. If it goes on like this: one gadget on the Czech market costs xy crowns which is one year's wage of Cambodia worker – it has the aspect of global journalism.

- Do you think this concept is needed? Yes/No

19) Do you think this concept could be a benefit for the public?

- a. Yes: in which way? – open answer
- b. No: why – open answer

20) Could this concept help in media (with their situation, either financial or moral; journalists themselves; media production etc.)?

- a. Yes; optional open answer - why?
- b. No; optional open answer - why?
- c. I don't know

21) Would you implement this concept into media/journalism studies? Yes/No

22) What do you consider to be the main weakness of this concept?

- a. Money
- b. No demand /not big enough/ on this kind of news
- c. Naivety.
- d. There's no time for it in common newsroom or media practice
- e. Other: open answer

23) What do you consider to be the strong points of this concept?

- a. Making people care.
- b. Helping to understand remote events (nations/cultures) better.
- c. It is interesting for the recipients; it's different.
- d. Helping the journalists to understand the world better and see beyond their usual scope.
- e. Other: open answer

24) If you have some notes or ideas to/about this topic of global journalism and its implementation and practise, write it here, please: - open optional answer

4. The structure of interviews

- 1) When you look on the development in media (globalisation, digitalisation, new technologies, online media) do you think that the education in media programmes have reacted to those changes?
 - a. How has it changed?
 - b. What do you consider to be the biggest change?
 - c. Where is put the greatest emphasis in the education?
- 2) How to prepare a future journalist/media expert the best?
 - a. Which are the most asked skills and knowledge?
 - b. Do those demands differ in academic and practical media spheres?
- 3) Are your students prepared for the practice in the Czech context only (Czech history, media, culture, laws, etc.) or do they gain also the global view? (+ in what)
- 4) Do you know the concept „global journalism“? Describe it shortly. If not, describe please your idea about what it could be.

GJ is a concept of Swedish author Peter Berglez in which global and local events are interrelated. Berglez claims that the world is so much interrelated that even problems on different sides of the world is interrelated and that the practice (media) should reflect this. The idea is that the relations to various world's problems would appear in news and they would be also related to the particular recipient (with the help of national, cultural identity etc.). GJ is the best applied onto global crises reporting (wars, human rights, child labour, etc.) because they already have a global impact – in those case the task of GJ is to bring these abstract, remote events closer to people so they realise they are not alone in the world and that something that happens on the other side of the world can have (and often has) an impact on them, too (on the country, work, family,...). That is actually a motto of the whole concept: “global is you.” However, GJ can be easily applied on general, common events, too.

A company XYZ manufactures game consoles in Cambodia and exploits local workers – this is a foreign news.

A company XYZ manufactures game consoles... One console in the Czech market costs as much as a Cambodian worker earns in a year – there is an aspect of GJ in this news; proximity, personification, relations.

Berglez thinks that this concept is the future of journalism which has to reflect changes in the world; at the same time GJ can help to build sustainability. Also, it helps people to understand remote countries and culture thanks to such news – in this point Berglez criticises other concepts of global journalism which do little for a bigger understanding of contexts.

- 5) Do you think this concept is needed or beneficial?
 - a. Would you implement it into education? Or global aspects of journalism work in general?
 - b. Would it help media/public?
- 6) What do you consider to be the weak and strong points of this concept?
- 7) Do you have any idea about how journalism or media world will look like in the future?