

# Social media in Spanish journalism: Demand, expectations and university offer<sup>1</sup>

## Medios sociales en el periodismo español: Demanda, expectativas y oferta universitaria

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### ABSTRACT

This paper seeks to reveal whether there is a proportional relationship between the labour market demands, the expectations of professionals and the Spanish university offer in relation to the new professional figures that have developed on Internet. We have employed the methodological triangulation by theoretically reviewing the literature on the subject, through a survey to local media journalists about expectations and uses of social media and a national-scale analysis of the Spanish universities offer in degrees and masters in Journalism. The results show that two-thirds of surveyed people are satisfied with the new professional profiles and moving to social media as work tools. However, university curricula are not conclusively betting for contents directed to the new demands of journalistic businesses; thus, there is no direct connection between the labour market and university offer.

**Keywords:** Social media, Spanish journalism, labour market, professional expectations, university offer.

### RESUMEN

*Este artículo pretende desvelar si existe una relación proporcional entre las demandas del mercado laboral, las expectativas de los profesionales y la oferta universitaria española en relación con las nuevas figuras profesionales que se han desarrollado en Internet. Hemos empleado la triangulación metodológica mediante la revisión teórica de la literatura sobre el tema, una encuesta a periodistas de medios locales sobre expectativas y usos de medios sociales, y un análisis de magnitud nacional de la oferta de las universidades españolas en grados y másteres de Periodismo. Los resultados revelan que dos tercios de los encuestados están conformes con los nuevos perfiles profesionales y recurren a los medios sociales como herramientas de trabajo. Sin embargo, los planes de estudio universitarios no están apostando de manera contundente por contenidos dirigidos a las nuevas demandas de las empresas periodísticas; por consiguiente, no existe una conexión directa entre el mercado laboral y la oferta universitaria.*

**Palabras clave:** Medios sociales, periodismo español, mercado laboral, expectativas profesionales, oferta universitaria.

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## INTRODUCTION

It is undeniable people's communication has been going through changes due to the technological acceleration that we are experiencing in recent times. It is a transformation that comes from the incursion of Web 2.0 and social media, as well as the presence of mobile platforms that are conducive to the ubiquity and immediacy of information in real time and where emotions obtain a special prominence.

Worldwide technological connectivity has changed parameters and, consequently, has also changed people's habits and behavior. Internet access is not only done via computer, but also through *smartphones*, which become more and more important in Spain and are configured as the new market niches. According to data from a study done by the organization Interactive Advertising Bureau (IAB, 2013), 72% of users connected to Internet from mobile phones accessing specific pages (URL, search engine, etc.), 71% did so through applications and 9% used the operator. Among the activities that users did from mobile phones, 88 percent agreed to social activities (e-mail, instant messaging and social networks), 58% to leisure activities (news, listen to music, TV or video content, etc.) and 17% advisory activities (health and welfare, books and training guides, travel, transport, etc.) and functional (electronic banking, purchasing products, etc.).

Internet access is, thus, a socio-cultural and technological phenomenon that moves towards obtaining an increasingly active and engaged audience not only in the process of participation, but also in the direct exploitation of the content. Without a doubt, Internet and social media are the architects of change that the users have featured within the process of communication and production of information. A 79% of Spanish Internet users have been registered in any social network, as it can be seen in the IV Estudio sobre Redes Sociales en Internet" [IV study on networking social on the Web], realized by IAB and the *online* marketing agency Elogia Ipsosfacto (2013), for which in Spain the need for firms to be visible on the Web and in *social media* is urgent.

This context reflects that the future of journalism has to do with the new Web 2.0 environments, since the scenario where the media move is Internet, because of the availability of content on demand for users and the space form many points of view, empowered by social media (Estudios de Comunicación y Servimedia

[Studies in communication and Servimedia], 2011). This is a "radical transformation of the way of doing journalism, relating to the sources of the news, interacting with readers, being present in an active and strategic manner in networks and social media" (Del Santo, 2013). The journalist, professor and American blogger Jeff Jarvis<sup>2</sup> advocates the need for new models in new times in which the journalist must adapt to web environments (De Zabaleta, 2014a).

In this sense, it is possible to talk about changes in the professional routines of the journalist that have to do with the modification of the processes of access to information, production, dissemination and viralization of journalistic content on social networks in order to interact with the audience. Adaptation and credibility are qualities that should prevail in front of an audience involved and sensitive before the facts. The newspaper industry has to innovate to the generation of a product with an added value and media strategy, and the journalist has to do the same. Then, is it possible to talk about the incursion of new professional figures adapted to these spaces and with own competencies to perform the communicative function?

## THE NEW PROFESSIONAL FIGURES BASED ON SOCIAL MEDIA

With the irruption of social media, we are witnessing the emergence of different figures originated in the network and in the Social Web (or 2.0), that hereafter we will refer as figures 2.0, and highly demanded by the work market. Around the world, and from the year 2010-2011, agencies and the media have been incorporated to their editorial staff the figure of the *community manager* or the *social media editor* or editor or head of social media. It is the case of *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *Reuters*, *ProPublica*, *Bloomberg*, etc. In Spain, the digitalizing process occurs at the same time an economic crisis is developing, in which journalists undergo the most drastic changes and cuts of the past twenty years (Soengas, Rodríguez & Abuin, 2014), which has not prevented *El País*, *La Vanguardia*, *Diario Sur*, *Marca* and free media as *20 Minutos* from introducing the above figures. According to the Observatorio del Mercado Laboral del Marketing la Comunicación y la Publicidad Digital [Observatory of the Work Market of Marketing, Communication and Digital Advertising], already in

the second wave carried out in 2011 by the IAB and the company Cool Insights (2011), the most popular professional figures are managers of communities or *community managers* (43%), the heads in charge of digital communication/marketing/advertising (19%), *online strategy managers* (14%) and experts in *social media/SMO (Social Media Optimization)* (13%), among which are found experts in SEO (*Search Engine Optimization*), SEM (*Search Engine Marketing*) and Web positioning, developers and experts in Web Analytics, and so on.

It is clear that the new sources of employment, as Jorge Pérez Martínez (2011) called them, come from the development and “direct impact of the monetization of the Internet value chain”, generators of new business models and have led to the change in the production process and, thereby, have led to giving origin to new qualifications and regulated professions, some still yet to be regulated. Journalistic enterprises innovate towards new sustainable formulas and bet in intensifying its investment in new technological tools due to the consolidation of the digital formats. The current horizon reveals a profound transformation in the challenges and obligations communication professionals must assume.

The review carried out by the *online* employment exchange Infojobs and the Asociación Española de la Economía Digital [Spanish Association of Digital Economy] (Adigital) (2011) determines also that the most valued degrees for the now known as new professional figures, based on social media, are Journalism, Marketing and Advertising. However, in relation to the requirements to fill these vacancies, 27% of the job offers does not require any skill, 24.78% of offered jobs require at least two years of experience in the sector and 24.74% requests a minimum of one year. This happens when the formative university scene in Spain is structured by the *Libro Blanco de Comunicación [White book on communication]*, the official document on the curriculum design of the curriculum in Communication, prepared by the Agencia Nacional de Evaluación de la Calidad y Acreditación [National Agency for Quality Assessment and Accreditation] (ANECA) (2005, p. 35), which specifically includes that the journalism degree has been designed by devising four profiles: 1) editor of journalistic information in any medium, 2) editor or responsible for press or institutional communication, 3) researcher, teacher and consultant in communication, 4) manager of websites and editor of content. It is clear that the latter is closer to the new professional demands. It is about

the “professional in the drafting and implementation of editing in general for publishing or creative companies of cultural and informative productions” and is a “specialist in treatment, management and editing of all kinds of content through preferably digital systems” (Agencia Nacional de Evaluación de la Calidad y Acreditación [National Agency for Quality Assessment and Accreditation] (ANECA), 2005, p. 31).

This generality in the description of tasks of the journalist coincides with two characters that determine the definition of the figures 2.0: a) its very heterogeneous nature in relation to competencies and capabilities that the professional must play, as a result of their adaptation to the network; and (b) the different denominations employed by each communication medium, including the information professionals, to refer to a job. Of the first character, you will find lavish contributions by different authors. We refer, firstly, to Crucianelli (2010), who differentiates between *social media editor*, *community manager*, *wifi reporter*, *multimedia reporter*, *database finder*, *adSense manager*, *blog administrator*, *business executive* and *alliances executive*. For their part, Correyero and Baladrón (2010) registered the presence of the figure of the *community manager* and allude to other professional figures, as *social media manager*, *news developer*, *keyword manager*, *search editor* and *newsroom technology manager* and SEO (*Search Engine Optimizer*). On the same line, Vinader, Abuín and García (2011) indicate the presence of the *community manager* and SEO and add: *social media analyst*, *chief blogging officer* and *digital creative*. From the educational point of view, Pilar Sánchez (2013) argues that in the process of implementation of matters related to the cyber-journalism two models arise: “[that in] which technical education is focused in being more instrumental or the integral formation of the journalist who knows the tools that will enable them to deal with the greatest possible rigor the new versatile, changing and multimedia job market” (p. 57).

For its part, the second peculiarity that entails that the newspaper companies included within the structure of their staff new figures according to their needs, produces the use of different nomenclatures. Some media will refer to the same profile with different names, such as *community manager*, *editor* and *head of social media*, and even as *responsible for community or participation*. In addition, in Spain, unlike other countries, the figure of the *director of social networks* or *social media director* has been integrated, as has been the case of the publishing groups Prisa and Unión

Editorial. This is extensible to the own journalists who play these roles, as in the case of the *social media manager* Patricia Ventura, who asserts, “in a medium of communication, the *community manager* is a social media editor” (Moreno, 2012). Since the evolution of the professional profiles is unstoppable, as well as the tasks that must be exercised in each position, in line with the changes that have been registered about Internet and the Social Web and with the needs and economy of the company, it is common that one person perform the tasks of different professional figures in the small and medium-sized media companies.

Therefore, we consider relevant to clarify what are the functions or powers that journalist/Communicator should meet or take on as professional figures originated in the network. Succinctly, we will point out the three most used by the Spanish media companies figures:

1. *Social media editor*, editor of *social media editor* or *content manager*. It is the professional who publishes and manages the contents, conveys the possibilities offered within the drafting social tools and is in charge of the literacy of the same among staff working in the company (journalists). It is, without a doubt, “the link between social networks and the Newsroom” (Crucianelli, 2010, p. 176). The editor of *social media* creates content, style guides for writing, editing and publication in *social media* channels. Therefore it must be documented and updated constantly to produce content of interest. The blog FishbowlNY (2010), collected the testimonies of several professionals, including that of the journalist Amy Nelson, *social media Publisher* of the local newspaper of Minnesota *St. Paul Pioneer Press*, which belongs to the Media News Group that ensures that part of the job is to be attentive of emerging trends that can become news, as well as promote the use of social media among journalists that work in the staff room. It is about finding new ways of communication to interact with readers of the newspaper, says Greer McDonald, New Zealand media-social media editor of *Stuff.co.nz*. It is important to humanize the medium’s brand achieving that users feel complicit in the news and have the ability to respond and participate. The other half of the work is focused on literacy /education of journalists on the use of social media. Robert Quigley, *social media editor* of *Statesman.com* and *Austin360.com*, notes that he
- is chief strategist of using social tools and works with staff to involve them in a reliable way in the management and communication of virtual communities. He also it devotes time to stay up to date on the latest innovations in journalism and social media.
2. Head or Manager of community or *community manager*. Many authors argue that it is the most demanded job profile by companies and that it could date back to the creation of the first forums on the Internet. It is the professional who is responsible for vitalizing the information generated by the social media editor, coordinate conjunctions, moderate virtual communities and monitor discussions that talk about the medium. It also develops emotional skills to generate emotional ties in the dialogue with readers, and therefore attempts to speak the language that users use and maintain its profile in social media. Among other functions, “is in charge of publishing materials that audiences sent: photos and videos of the people, but also opinion columns, reports, articles, etc.” It works in coordination with the *social media editor* (Crucianelli, 2010, p. 177). Emily Stephenson admits that her primary responsibility as *community manager* in the *Daily Tar Heel* is to manage accounts on Facebook and Twitter, in addition to publishing stories and videos, share tips, locate sources and be alert to the latest news that may be made through the social media (FishbowlNY, 2010). To Ángel de los Ríos, *community manager* of the Spanish local newspaper *Diario Sur*, belonging to the Group Vocento, it is about transmitting information managing internal communities and participating in online communities. Its main function is to know what the journalistic enterprise wants to communicate and then pass it on to the Internet, in order to establish direct contact between the two. Similarly, there are other functions preformed that have to do with the fact of monitoring and encouraging participation, working creatively in order to attract attention, generate reports and search fo leaders (Asteroid R612, 2012).
3. Other: director of social networks, *social media manager*, and *social media director*. They are three different names for the same work or function. It refers to the professional who designs and plans the strategy of the medium with the social tools it

has. It has to do so with a multidisciplinary team to it guides in the development of the entrusted work. Also interacts with different sectors of the newspaper company: marketing, communication, Informatics, human resources, sales, etc. Patricia Ventura, *social media manager* -according to the description on the website of the medium, although she calls herself *social media editor*- of the Spanish newspaper *La Vanguardia*, indicated that their job is about “moving the contents of *La Vanguardia* that are published on the Internet to the social networks and define the best strategy to ensure that they reach the greatest number of people through these channels” (Moreno 2012).

In any case, it is necessary that all journalists are multimedia and include of a team specialized in newsrooms where there are none, integrated by a *community manager*, designers, SEO and developers of web television. Ángel de los Ríos (2011), of *Diario Sur*, says that “there is always at least one person and a cover artist to update the web in a specialized team that exceeds the eleven people (plus the editors of the sections) and which is completed by a central Newsroom of Vocento in Madrid”.

Journalists should not stay away from the technological convergence that has taken place on the Internet; they must develop and acquire digital and emotional-creative competencies inherent of the context, to not to not only interact with the user, but to exploit the resources of the network and create with other people (Berners-Lee, 2000). In this sense, emotional intelligence has to do with the distinction and mutual benefit between the people, on the one hand, and with motivation and expectation of the user in these spaces, on the other (Levy, 2007). Meaning that, to perform the job, one must comply with the requirement of acquiring transversally not only skills and capabilities, but also above all emotional, communicative skills for assertive communication. As Sánchez González (2011) recognized, the new figures “currently, are considered by companies and institutions as an important aspect in employability skills”, because emotional intelligence has resulted in effective performance at work.

We should not forget in any case that, as Ana Alfageme, named in June 2010 maxim responsible of social media in the newspaper *El País*, the post of editor in social media or *community manager* always must be

covered by journalists with experience, especially when pretending to “carry the values of journalism to social media”. She adds that it is inexcusable that they get involved the new social tools, not only in its performance, but above all, to know how to tell a fact (Vargas, 2010).

## METHODOLOGICAL NOTES

In view of the above, in this work we strive to know to what extent there is a lack of correspondence between the job demand, that calls for new communication profiles, the expectations of active professional journalist and the specialized training offer adjusted to the new professional requirements from Spanish universities, public and private, on the assumption that there is a mismatch between these realities in Spain. To achieve this goal, we designed a methodology that relies on the use of qualitative and quantitative techniques in the study of an item, the professional figures 2.0, and three variables: the job demand, professional expectations and the University offer.

Within the framework of the demand for employment in communication, which includes the area of Advertising, Marketing and Journalism, we limit the scope of journalism when it comes to contemplate the development of figures under study in the media companies. To meet the demand of the work market, we have resorted first to analysis the specific literature on the design and denomination of the communicative booming figures and the context of emergency in which they develop. The fieldwork, which allows the actual approach to the profession today, gives us the technique of the survey for which we know the expectations and the use of social tools for journalistic purposes. The self-administered instrument-questionnaire has been designed at a local or micro level and it has been realized in 100% to active journalists that develop digital tasks (20) in two newspapers of Seville, *Abc* of Seville and *Diario de Sevilla*

To evaluate University training about figures 2.0, we fix our attention on studying, through the analysis of content, the extent to which universities are offering exclusively traditional profiles or include content on the use of social media and digital skills in the subjects. Research has been developed during the biennium 2010-2012 in light of the boost of growing demand of figures 2.0 professionals and formalization of a

new map<sup>3</sup> of degrees and master's degrees at Spanish universities<sup>4</sup>, due to the adaptation to the European Higher Education Area (EHEA) starting from the 2010/2011 course, although we have noted that some universities began unofficially the 2009/10 course.

The sample selected consists of the contents of 60 accessible educational guides (57.14%) of the 105 courses on journalistic technologies contained in curricula of degrees and the total content of masters (100% of the sample), existing during the academic years 2010/2011 and 2011/2012, 42 Spanish universities (23 private and 19 public) where journalism studies were taught. With the term "accessible educational guides" we refer to those guidelines that are fully developed and whose consultation has been allowed to us. We must point out that not in all universities are the subject programs carried out and exposed. The progressive introduction of the degree implies that at the time that the investigation was carried out only the first and second year educational guides were available, while the ones for the last courses were pending, where probably the contents have greatest value for research, so they are likely to be tested in future studies. However, the fact that the analysis should have a sample exceeding 50% of the total sample largely justified the soundness of the results obtained. The collection of the data has been done through the web pages of the different universities and, in some cases, through the direct request to the personnel responsible for the master's degree.

When establishing the terms of presence/absence as variables in public and private universities offer of contents concerning our object of study, we have used a type of univariate statistical analysis, in which the binomial presence/absence has been resolved in accordance with the establishment of three levels of knowledge about technology, in decreasing order of generality they are taught in different degrees and master's degrees. We talk about the C-level or basic level to designate subjects or modules providing content from technology without reference to the new professional environments in the network; a B-level or medium level when referring to subjects or modules that deal with issues of the Social Web context; and A-level or advanced level to collect the subjects or modules that contain own affairs of new professional figures in Internet. This would be the most specific level and which justify the degree of connection between

the University supply and work demand. A bivariate nature is found in the analysis that emanates from the relationship between the University offer and the autonomous community to which the universities belong and between the University offer in journalism studies and the supply of content specifically oriented to the formation of professional profiles.

These multiple sources of evidence (literature on work demand, the business expectations survey and analysis of content of the University offer - these last two based on a descriptive statistics and not inferential), guarantee the validity of the results or principle of triangulation, which is complemented by a comparative presentation of the results of the fieldwork with the criterion of the scientific rigor of accurate and reliable information.

## RESULTS

Among the journalism guild in Spain the idea that the journalist is really educated in the newsrooms of media rather than in the University classroom is often said. This idea justifies in a superficial manner, in a way, the gap between the training they receive the future communicators and the reality which lies in the current journalistic enterprise around the competencies and capabilities that develop new communication figures. The fact that 25% of the surveyed practitioners, who have an average age of 29 years, claim to have followed a course to become a *community manager* or editor of social media offers one of the first results that invite us to reflect on the high degree of self-education that accompanies the profession in a relatively young sector, as a primary consequence of the gap mentioned above.

The demand for professionals from the business world is evident since the expansion of the Internet and the Social Web, resulting in the mobilization of media companies to have active presence in social media. The "IV Informe 2013 sobre Medios de Comunicación en Redes Sociales en España" [IV 2013 Report on media in social networks in Spain], conducted by the consulting GAD3 (2013), which studies the interaction of the digital, printed and audiovisual media with its audience through the analysis of the social networks, confirms that media in general have over 21 million followers on social networks, after incorporating 8.8 million in 2012. The press has leaned to Twitter, with

eight million regular viewers. Also, television channels have turned its contents to YouTube, achieving more than half a million of fixed subscribers, not counting hundreds of thousands of daily videos downloads. Likewise, radio stations are present with two million followers on Facebook, because it allows them to keep complicity with thousands of users who share the same hobby on a particular program. This comes to show that Internet has changed not only the two-way communication of the user, but also the traditional paradigm of communication companies, due in a big part to the decline of advertising in the media. Yet in spite of this, the unchanged image is that the vocational training in Spanish universities is being “recycled”, in relation to the new demands of the job market in light of the perception that exists between active media companies’ professionals. A 40% think that “recycling” is happening, facing the 55% who believed that university education is not enough.

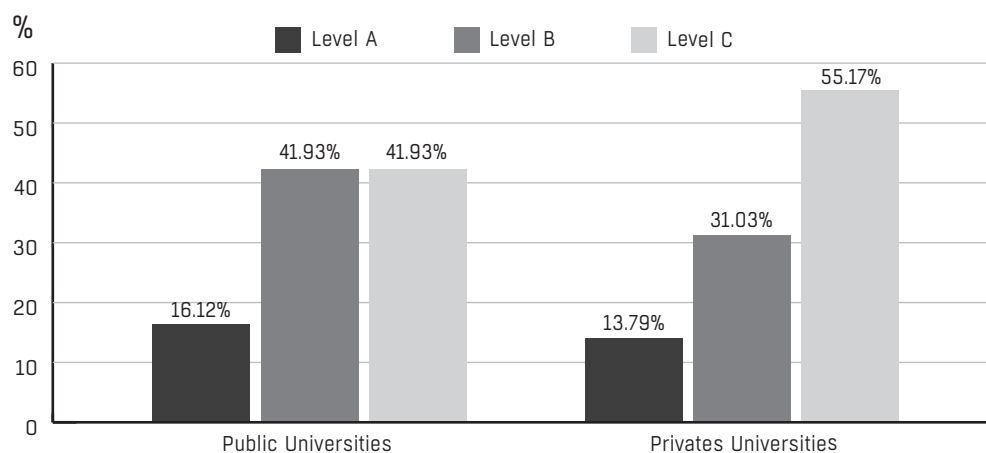
The data found in the analysis done on the professional profiles of the degrees and masters of public and private Spanish universities also point to, in this sense, to disparity, although they are somewhat more encouraging in terms of proportion, but we must focus mainly to the content inclusion of the degree for its basic training specialization and complementarity with the master. A 51.66% of the subjects of Technology Journalism degrees contain topics that deal with the Social Web and figures 2.0, while 48.33% of the subjects keeps teaching

contents on Technology without references to the new professional environments. On a specific contents’ level, the educational offer dictates that C-level subjects are taught in greater proportion (48.33%), followed by B-level (36.66%) and A-level (15%).

The public or private nature of universities is a key factor in the comparison of results. In degree courses developed at public universities the same general criteria is imposed, even though the distance is emphasized. A 58.06% covers contents of technology in new media environments and new professional figures, whereas a 41.93% does not reference them at all. In the degrees of private universities, these data are inverted and presented a range of traditional content of the 55.17%, versus 44.82% presenting new technological approaches to the net. In a breakdown by levels, in public universities, the C-level and B-level subjects maintain similar values (41.93%), while the percentage of the A level subjects is considerably less (16.12%). The gap is even higher in private universities, although we have a consistent progression. A 55.17% of subjects correspond to C-level, 31.03% to B-level and 13.79% to A-level, as shown in graph 1.

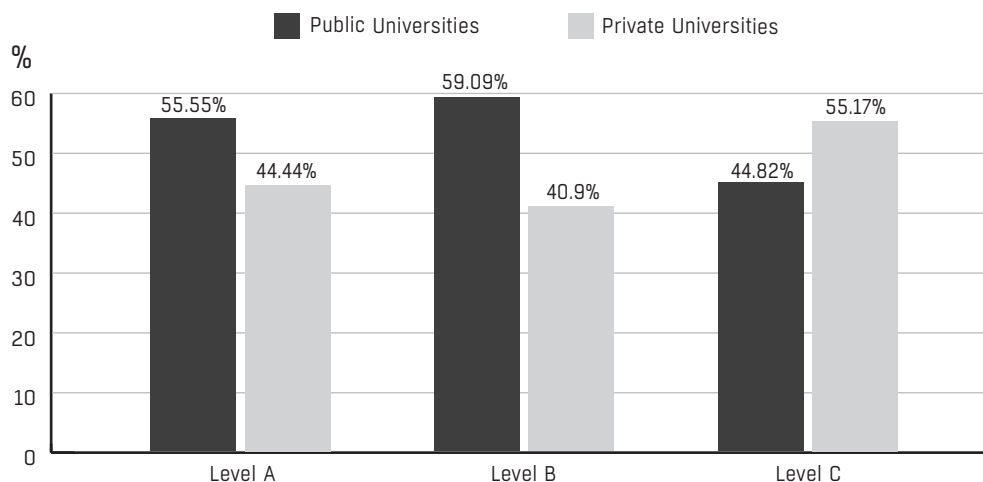
In the comparison of levels between public and private universities, the results are displayed with greater clarity (see Graph 2). We find that of the A-level subjects, 55.55% of the subjects belong to public universities and 44.44% at private universities. The same is true of B-level, where the public universities reach 59.09%

Graph 1. Level of contents in the subject of Technology in Journalism degrees at Spanish Universities



Source: Own elaboration.

Graph 2. Correlation of levels of Technology Subjects in Journalism Degree at Spanish universities



Source: Own elaboration.

and private 40.9%. At the C level, however, the results are reversed and we found that the subjects of this type are taught in a greater extent in private universities (55.17%) than in the public (44.82%). With all this, it is remarkable that in private universities the formative basis of general technological content is considerably greater than that of the specialized (44.82%), while in the public universities the multimedia and figures 2.0 content (58,05%) exceed the general (41.93%).

This gap in C-level can explain the complementary way of training that develops through the masters and that offers better prospects, especially in the private sector. The Spanish universities where journalism studies are taught that do not offer any type of master's degree related to training in the multimedia framework in which 2.0 tools are developed represent the same percentage of those universities where an offer of this type is present (50%). Among those who have masters who develop multimedia content, an 11.90% presents axes of specific training on social media and a 38.09% deals with general training (Web 2.0, social networks, etc.). Of the latter, a 23.8% deploys formative contents specialized in profiles 2.0 compared to the 76.2% that proposed more general content on the development of new 2.0 tools without delving into the new figures.

It is noteworthy the absence of master's degrees on multimedia communication in more than 50% of the

Spanish universities, both public (52.63%) and private (52.17%). By levels of content, as noted in Graph 3, 100% of the masters of public universities addresses 2.0 content and tools (B-level and C), but none is specialized in the formation of the emerging figures (A-level). In the case of private universities, a 26.08% offers training in multimedia communication (B-level) and 21.73% welcomes training profiles 2.0 (A-level).

This inconsistent academic bet becomes more relevant when the use of Internet is anchored in the profession, as can be seen from the responses of surveyed journalists: 75% of them says that they accesses the Internet for work activities, of which a 65% dedicated six hours or more, followed by 25 percent that devoted five to six hours and 10% that only uses Internet three or four hours a day. Among the professional activities that journalists carry out, they include: visit a news website (95%), read blogs (90%), watch videos on Internet (85%) and transfer and download files (80%). Table 1 shows the frequency with which some activities are done, that indicates their familiarity in the relationship with social media, highlighting in particular the fact of uploading videos or writing a daily *post*.

The total of professionals stated that, as a tool for journalism work, social media is important (60%) or very important (40%); in fact, 80% said to have used

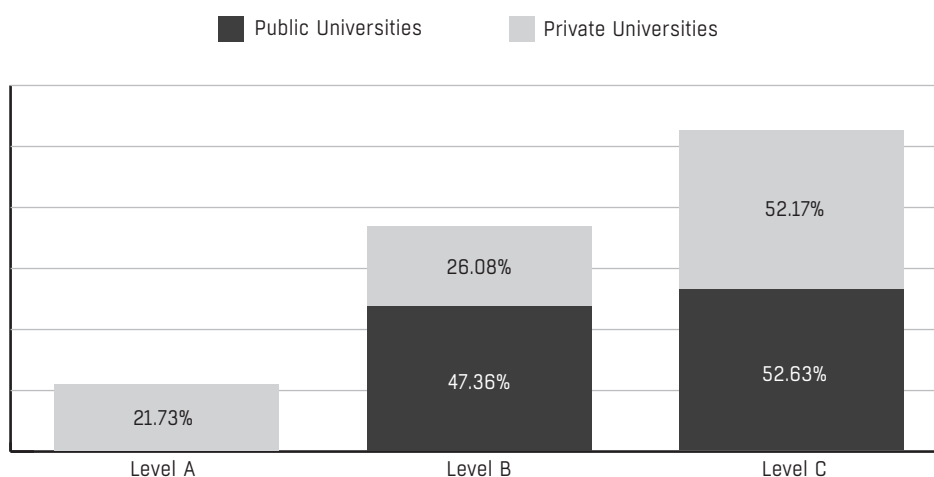


them to promote their media or journalistic works and 95% has resorted to them as a tool in their professional research. Among the latter, 10% manifest of having at least one profile on a social network, 70% have two to four profiles and 20% more than five. Facebook is the most successful social network among journalists. A 90% of the respondents said having a profile, followed by Twitter (85%) and Tuenti and YouTube, with 55% each. This is in line with the investment in social media by the newspaper company, which grew by 24% in 2013. Facebook ranks first, with 99.1%, followed by

Twitter (90.8%), YouTube (68.5%), LinkedIn (30.3%) and Pinterest (29.6%) (Online Business School, 2013).

Beyond the management of social networks profiles, activity commonly shared with the rest of the young community, some companies have recently introduced new models to encourage the Internet user aiming for them to generators of creative content, especially when it comes to video, in exchange for share gains of the generated advertisement associated with that content and, moreover, when the market and regulation – key elements of the success of Internet for it to continue

Figure 3. Masters on figures 2.0 and/or Multimedia Communication in Spanish universities



Source: Own elaboration.

Table 1. Activities carried out by professional journalists in social media

Activities	Frequency (%)						
	Never	Sporadically	Every 2-3 weeks	A couple of times a week	Every 2-3 days	Once or more a day	Doesn't know/ Doesn't answer
Upload videos	25.0	15.0	10.0	0.0	5.0	35.0	10.0
Write a post or text information	10.0	45.0	5.0	15.0	5.0	15.0	5.0
Listen to music	10.0	25.0	10.0	5.0	30.0	15.0	5.0
Install Apps	15.0	20.0	10.0	25.0	10.0	10.0	10.0
Send Messages to contacts	25.0	15.0	15.0	15.0	20.0	5.0	5.0
Upload photos	5.0	30.0	20.0	10.0	20.0	5.0	10.0

Source: Own elaboration.

Table 2. Social media uses of professional journalists

	Importance (%)			
	Low	Medium	High	Doesn't know/ Doesn't answer
Establish a network	30.0	25.0	30.0	15.0
Find opinion leaders	20.0	30.0	30.0	20.0
Establish contact with other professionals	45.0	15.0	20.0	20.0
Obtain graphic/multimedia material	30.0	25.0	20.0	25.0
Promote brand Identity	30.0	30.0	15.0	25.0

Source: Own elaboration.

to evolve – at a global level allow it. The propulsion of digital services on the Internet has favored to the market to be reactivated and the bet in 2013 of 71.8% of Spanish companies to use the services and tools offered by Internet, as the electronic signature in its commercial and informative communications, represents a 21.8% more compared to 2008 (Online Business School, 2013). Therefore, we must stop at the primary uses of professionals in their work routine (see Table 2). In it, finding stories, data and background history and promote the medium of communication are at first place, seconded by following in real-time live news and trends and activities of control of the news agenda. Minor importance is given to obtain photographic or audiovisual documents, providing brand identity and, above all, to establish contact with other journalists.

These activities are likely to become specific competences in the journalistic field, regardless of the low complexity of 2.0 tools accessible cognitively at a user-level and, therefore, of skills at a training level. In this sense, its importance is unequal in terms of universities according to the autonomous communities. Global data on degrees achieved at universities by autonomous communities indicate that Madrid and Catalonia have greater variety in levels of content in subjects from both public and private sectors. Aragon, Galicia and Navarra show resounding results. Public and private universities of Andalusia, Aragón, Canary Islands, Valencian Community, Galicia and Basque Country are characterized by the absence of A level subjects. The absence of subjects of C-level in Aragon and Navarra is also significant. However, the B-level subjects are distributed in almost all communities, in both private and public universities except in Galicia.

The Catalan and Madrid universities are the only ones that offer content from all three levels. The difference between both communities resides in Catalan universities offer the same rate of C-level and B-level subjects (37.5%), being somewhat smaller those of A-level (25%), while the universities from Madrid have 14.28% of C-level subjects, with a remarkable 57.14% B-level and A-level of 28.57%. Only, Castile and León procure A-level subjects. Andalusia offers a greater percentage of B-level subjects (66,66%), while the percentages are reversed in Valencia and the Basque Country, with C-level courses being more present.

Regarding private universities, there are several communities where a single level is proposed for the subject; It is the case of Andalusia, in which 100% of subjects are C-level; Aragon, presenting the same percentage of B-level, and Navarra, with same result in A-level subjects (see Table 3). Excluding Aragon and Navarra, in all communities there are universities that contain C-level subjects. Catalonia offers the same percentage of subjects of different levels. In addition, in all communities there are degrees with B-level subjects, except in the Region of Murcia, Navarra and Andalusia. However, they only have A-level subjects, by order of percentage proportion of offer, private of Navarra, Catalonia, Region of Murcia and Madrid universities.

In the case of specialized master's degrees on Figure 2.0, only five private universities propose it: Universidad Internacional de Cataluña (Máster en Proyectos de Comunicación Online) [International University of Catalonia (Master's degree in Online communication projects)], Universidad Abat Oliva (Máster en Periodismo, Comunicación Digital y Nuevas Tecnologías) [Abat Oliva University (Master's degree in Journalism, Digital communication and

Table 3. Content on figures 2.0 and/or Multimedia Communication in the degrees of Journalism of the Spanish universities by autonomous communities

Autonomous Community	Public Universities (%)			Private Universities (%)		
	Level A	Level B	Level C	Level A	Level B	Level C
Andalusia	-	66.6	33.3	-	-	100.0
Aragon	-	-	-	-	100.0	-
Balearics	-	-	-	-	-	-
Canary Islands	-	50.0	50.0	-	-	-
Castile and León	100.0	-	-	-	40.0	60.0
Castile - La Mancha	-	-	-	-	-	-
Catalonia	25.0	37.5	37.5	33.3	33.3	33.3
Valencian Community	-	40.0	60.0	-	50.0	50.0
Galicia	-	-	100.0	-	-	-
The Rioja	-	-	-	-	-	-
Madrid	28.5	57.1	14.2	11.1	33.3	55.5
Navarre	-	-	-	-	-	-
Basque Country	-	33.3	66.6	100.0	-	-
Region of Murcia	-	-	-	33.3	-	66.6

Source: Own elaboration.

new technologies], Universidad Camilo José Cela (Máster en eLearning y Formación Corporativa 2.0: Estrategias y Tecnologías para el eLearning, Redes Sociales y Community Management) [Camilo José Cela University (Master in eLearning and corporate 2.0 training: strategies and technologies for eLearning, social networking and Community Management)], Universidad Europea CEES (Máster Universitario en Periodismo Digital y Redes Sociales) [CEES European University (Master's degree in Digital Journalism and social networks)] and Universidad de Navarra (Máster en Comunicación Política y Corporativa) [University of Navarra (Master in political and corporate communication)]. This implies that specialized offer in masters of this type exists in three communities: Catalonia, Madrid and Navarra. Five communities do not offer any type of master's degree related to our subject of study: Aragon, Balearic Islands, Canary Islands, Castile - La Mancha and Murcia Region.

The communities of Madrid and Catalonia are in first place with their offer of official master's degrees in Figure 2.0 in the total university ballot, followed by Navarra (see Table 4). The offer of master's degrees

related to the multimedia environment in which 2.0 content and tools develop, the first place is held, in masters number, Madrid and Catalonia, with four, seconded by Andalucía with three, and Basque country and Castile and León with two each. Catalonia is in first place among public universities that contemplate greater number of master's degrees, with three, followed by Andalusia, Madrid and the Basque country, with two master's degrees. Also the public universities of Malaga and the Basque country jut out, offering two master's degrees each, and the private San Pablo-CEU of Madrid, which also has two master's degrees.

According to the autonomous community, a dissimilar correlation occurs between the University offer in journalism studies and masters specialized in new professional profiles and/or multimedia communication (see Table 5). Navarra is the community where there is a more equal ration in the number of universities with master's degrees, followed by Galicia and La Rioja. The Valencian Community is the one with the least balance present, followed by Castile and León and Andalusia, while Catalonia is the community where the master's in public and private universities

Table 4. Content on figures 2.0 and/or Multimedia Communication in the Masters of the Spanish universities by autonomous communities

Autonomous Community	Public Universities (%)			Private Universities (%)		
	Level A	Level B	Level C	Level A	Level B	Level C
Andalusia	-	66.6	33.3	-	-	100.0
Aragon	-	-	-	-	100.0	-
Balearics	-	-	-	-	-	-
Canary Islands	-	50.0	50.0	-	-	-
Castile and León	100.0	-	-	-	40.0	60.0
Castile – La Mancha	-	-	-	-	-	-
Catalonia	25.0	37.5	37.5	33.3	33.3	33.3
Valencian Community	-	40.0	60.0	-	50.0	50.0
Galicia	-	-	100.0	-	-	-
The Rioja	-	-	-	-	-	-
Madrid	28.5	57.1	14.2	11.1	33.3	55.5
Navarre	-	-	-	100.0	-	-
Basque Country	-	33.3	66.6	-	-	-
Region of Murcia	-	-	-	33.3	-	66.6

Source: Own elaboration.

Table 5. Correlation between number of universities and masters on figures 2.0 and/or Multimedia Communication by autonomous communities

Autonomous Community	Public Sector (%)		Private Sector (%)	
	Universities	Masters	Universities	Masters
Andalusia	40.0	66.6	60.0	33.3
Aragon	50.0	-	50.0	-
Balearics	100.0	-	-	-
Canary Islands	100.0	-	-	-
Castile and León	25.0	50.0	75.0	50.0
Castile – La Mancha	100.0	-	-	-
Catalonia	44.4	50.0	55.5	50.0
Valencian Community	66.6	-	33.3	100.0
Galicia	100.0	100.0	-	-
The Rioja	-	-	100.0	100.0
Madrid	33.3	33.3	66.6	66.6
Navarre	-	-	100.0	100.0
Basque Country	50.0	100.0	50.0	-
Region of Murcia	50.0	-	50.0	-

Source: Own elaboration.

Table 6. Top rated criteria on use of social media by journalists

	Importance (%)			
	Low	Medium	High	Doesn't know/ Doesn't answer
Help and cooperation between users	25.0	35.0	25.0	15.0
Mobilizing capacity of social networks	30.0	25.0	30.0	15.0
Identity construction	50.0	15.0	5.0	30.0
Establish contact	10.0	25.0	45.0	20.0
Collective intelligence formation	20.0	40.0	20.0	20.0
Participation and collaborative work	5.0	70.0	5.0	20.0
Relationship with other without barriers	25.0	30.0	30.0	15.0

Source: Own elaboration.

offer appears more leveled. This dissimilarity in the results on the projection of the new professional profiles in university education coincides, in general, with the image the surveyed professionals identify. While for 40% this projection is a "suspension" (1-4 points), the general opinion is approving (60%). In this percentage, we find that 40% gives it a score of sufficient (5-6 points) and 20% value it with a remarkable (7-8 points).

The causes that may explain the lack of correlation between job demand and university education can be found on the motivations (opportunities/strengths and threats/weaknesses) on the use of social media and the image of the communicative figures the professionals who are currently working in media and participate in productive routines have of them. Regarding to opportunities/strengths, journalists support the trust in social media with the knowledge (65%) and use (60%) of applications that allow to create lists for journalistic purposes and add sources for coverage of live events, as in the cases of Haiti's earthquake or revolts of Egypt on Twitter.

Some of the most valued aspects by practitioners when it comes to using social media are: easiness to establish contact with other users and promote adaptability (45% considered that it is of high importance); the mobilizing capacity of social networks and its service orientation (30% value it with much significance, while the same percentage believes that the importance is low); the help and cooperation between users for the resolution of conflicts, criteria valued with a medium importance (35%) and high (50%); the relationship with other people, without social or geographic barriers and the empowerment of an empathic attitude (60% believe that it has a medium or high importance); participation and collaborative work (70%), criterion

that comes with a medium grade; and participation in the process of formation of collective intelligence (40%). The least valued principle is the construction of a personal or virtual identity (50% believe that it has little significance and only 5% believe that it is of high importance).

The weaknesses/threats are situated in the degree of credibility professional journalist granted to social media. While only 30% of respondents gives a "suspension" (3-4 points) to the credibility of the content of social media, compared to 40% who granted an approved (5-6 points), 25% values it with a remarkable (7-8 points) and 5% rate it with an outstanding (9-10 points), yet only 35%, recognizes to have ever used a photograph of a social medium to illustrate any news or feature story. Concerning the formation of 2.0 professional figures, 75% of respondents agree (65%) or totally agree (10%), while 25 percent expressed their disagreement.

## CONCLUSIONS

The dimension of the new figures in the journalistic profession and its social value is growing. This is demonstrated by two essentials: the rise of demand to cover this type of posts with certified graduates or graduates in journalism, Marketing and advertising; and the fact that it recognized by the journalistic profession through the use of social media on a daily basis. Expectations about the future training of journalists, however, are relegated to a hesitant plane, a notion reinforced with the results of Spanish universities' formative offer, despite the fact that the EHEA has given the opportunity to teachers and researchers of

reforming the academic offerings to adapt to current professional figures.

Delay and fluctuation are the key characteristics of the process of implementation of multimedia content in the degrees of journalism at public and private universities. Overall, slightly more than 50% of the subjects of technology present content on Social Web and new professional profiles, with a greater commitment from public universities than private ones, where the basic level courses of technology shed a highly revealing standard. Likewise, the specialized offer in figures 2.0 content is also higher in public degrees than in private ones.

Said characteristics have even more importance when referring to the official masters specialized in new concepts, contexts and 2.0 tools, which represent a shy third (23.80%) of the multimedia communication offer. The private universities, however, are more in touch with the current work market reality of and have begun to introduce a higher offer on multimedia communication; especially concerning the figure of the *community manager*, while public universities still have a gap with the new business needs, not presenting any offer of this type. Yet we must not forget the compensation private universities do through the masters, since their degrees present a 55.17% of traditional content of versus the new technology considerations, which hold a 44.82%.

Catalonia and Madrid are the autonomous communities that are most committed to a specialized university education in both public and private degrees, and in specialized masters in private universities. The degrees of the universities of Castile and León also stand out; as well as those from the private sector in the Region of Murcia and Navarre, remarkable in their

reception of specialized masters in the private sector.

Due to this lack of correlation several threats arise. One of them is a formative vacuum of future journalists and the consequent self-taught approach to multimedia communication. Only 25% of active journalists acknowledge having participated in specialized training courses, giving a wide margin to spontaneity and the search through success/error based on previous knowledge, resulting in intuitive learning of Internet skills. This training deficiency in the University classroom - especially relevant to the degree where basic competences for professional practice are acquired - leads to a lack of specific job skills, which ultimately impacts on the quality of the journalistic work.

On the other hand, a matter of self-esteem of the journalist underlies, which is produced by the small professional and emotional skills to develop functions with efficiency. They perceive themselves as an unsuitable candidate, which can translate in the rejection of job offers or in even applying to private companies specialized in the subject matter in question that contravenes the University offer, requiring an added economic disbursement in training to obtain a degree and/or master in said technological skills, with a prior expectation of obtaining a job. Without a doubt, the profit of some companies is guaranteed as a formative process parallel to the universities.

That is why the Spanish universities are called to focus from the first courses to the most advanced ones in the development of contents and competencies of new work profiles rooted in the principles of digital communication on the Internet, in order to establish a balanced progress of the journalistic profession.

## FOOTNOTES

1. This research is part of the Proyecto de Investigación Docente [Educational Research Project] funded by the University of Seville under the I Plan Propio de Docencia [First Personal Plan for Teaching] (2011 edition), in line with the act denominated "Adecuación entre la formación previa recibida y la exigida por la titulación" [Adaptation from the prior received formation and the one required by the degree].

2. Jeff Jarvis, the future of journalism goes through ten ideas: 1) The measure of success in terms of aid to readers. 2) The value of specialization. 3) Listening to the wishes of the audience. 4) The disappearance of the mass against the individual. 5) The efficiency of the web. 6) The necessary freedom of technology. 7) Premature Internet regulation. 8) The contribution value of the journalist to the huge volume of information. 9) The death of the inverted pyramid. 10) The necessary innovation to quality journalism (De Zabaleta, 2014a). To these he adds: 11) the constant engagement of the reader. 12) Innovation as a result of equivocations. 13) The mobile future. 14) The habit control of readers. 15) Not clinging to the past. 16) The importance of functionality. 17) The collection of data beyond the scoop. 18) The disappearance of competition between the media (De Zabaleta, 2014b).

3. The new structure of university studies of Communication in Spain consists of three cycles: Degree (Bachelor), Master and Doctorate. The degree lasts for 240 ECTS (European Credit Transfer and Accumulation System, in Spanish: Sistema Europeo de Transferencia y Acumulación de Créditos).
4. The degree lasts 240 ECTS credits spread over four academic years, and the Master contemplates a period of between 60 and 120 ECTS credits, distributed in one or two academic years. While the goal of the degree is to provide a general education in one or several disciplines aimed at preparing for the performance of professional activities, the purpose of the Master is to promote advanced specialized or multidisciplinary training, that trains academically and professionally, complemented with alternative introduction to research work.

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