

## JPN, a teaching laboratorial experience on the news digital platform of Communication Studies in University of Porto

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### **Abstract:**

JornalismoPortoNet is the news online platform launched in 2004 and it is the solely project that, since then, has been working in full time and without intermissions. This is a journalistic project and at the same time it remains a laboratorial experience for the journalism teaching within the academic logics. JPN relies on the experience of different laboratorial units and also it comes as a synergetic project of the four faculties that founded the initial grade in journalism and communication studies. It is a semi-professional organization that sustains the permanent feed of news; it has an editorial status; it has a defined editorial style and a legal registration as a periodical publication; teachers and editors have a certified professional journalist card. JPN's internal organization is similar to other professional news newsrooms as well as journalistic routines and it is bound to the ethic and deontological principles of journalism. JornalismoPortoNet has a strong link to professional environment through the participation of renowned journalists that are usually invited to be the "editor for a day". This experience is very effective for the working market to know the students skills and has very y good result in terms of the credibility of the University f Porto Communication Sciences degree. By the other hand, students tend to regard this opportunity as with great enthusiasm since they realize the importance of these practices. The University of Porto Communication Sciences degree has been trying, since the launch in 2000, to comprehend two main trends in journalism studies, the theoretical frame and laboratorial skills. The degree has a very inter disciplinary approach which is achieved by a study plan divided by the four faculties. Therefore, it has the classical humanities subjects, but also a large number of laboratorial hours, not only on journalism technics but also on informatics and design. This perspective puts this grade on the "innovative" mode that teaches students by doing, rather than opting for the classical model (Deuze, 2006). The classical approach tends to put establish a feeble link between universities and the journalistic field, remaining the studies disconnected from the realities of the working market (Adam, 2001).

Accordingly, JPN is the synthesis of the three year grade in journalism specialization and it has a very positive evaluation by students and, teachers and working market. Since the first graduation, year in 2004, students' reports enhance JPN as a solid formation platform which is also recognized by media companies. In the final reports, students consider that it creates a "dialogue" between practitioners and newsrooms (Zamith et al, 2004). Our study presents the characterization of our laboratorial experience, the teaching results, and the validation in terms of learning from the student's point of view, according to the final reports, the perspective of the "editors for a day", the balance of senior students, all in all, a type of swat evaluation of JPN.

**Keywords:** JPN, journalism teaching, newsroom platform, laboratory.