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NEW PROFESSIONS

IN INTERNET MEDIA: AUTHORIZED AUTHORING, MULTIMEDIA EVENT, LONG RIDE, STORYTELLING

NUEVAS PROFESIONES EN LOS MEDIOS DE INTERNET: AUTORÍA AUTORIZADA, EVENTO MULTIMEDIA, VIAJE LARGO, NARRACIÓN DE HISTORIAS

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ABSTRACT

The rise of new professions within the digital media sector underlines an emerging gap in research on the changing nature of journalistic roles in the digital age. Thus, the significance of this study lies in the exploration of the deep transformation that digitalization has introduced to journalism. The main goal of this research is to briefly explore the impacts of multimedia, automation, and new professional roles on traditional journalistic practices. Key findings reveal that digital platforms are reconfiguring editorial responsibilities, authors are assuming more and more traditional roles of editorial boards, while specialized professions such as “Title Optimizer” or “Social Media Reporter” show that the media workforce needs more and more specific digital competencies. The implication of the findings is that journalists need to develop new skills, such as data visualization and platform management, in order to remain competitive in the digitalized market. Because of that, this study urges a transformation in journalism education to prepare future professionals for the rapidly changing digital environment.

Keywords: Digital transformation, New media, Media journalism, Emerging professions.

RESUMEN

El surgimiento de nuevas profesiones en el sector de los medios digitales pone de relieve la existencia de una brecha emergente en la investigación sobre la naturaleza cambiante de los roles periodísticos en la era digital. Por lo tanto, la importancia de este estudio radica en la exploración de la profunda transformación que la digitalización ha introducido en el periodismo. El objetivo principal de esta investigación es explorar brevemente los impactos de la multimedia, la automatización y los nuevos roles profesionales en las prácticas periodísticas tradicionales. Los hallazgos clave revelan que las plataformas digitales están reconfigurando las responsabilidades editoriales, los autores están asumiendo roles cada vez más tradicionales de los consejos editoriales, mientras que las profesiones especializadas como “Optimizador de títulos” o “Reportero de redes sociales” muestran que la fuerza laboral de los medios necesita competencias digitales cada vez más específicas. La implicación de los hallazgos es que los periodistas necesitan desarrollar nuevas habilidades, como la visualización de datos y la gestión de plataformas, para seguir siendo competitivos en el mercado digitalizado. Por eso, este estudio insta a una transformación en la educación periodística para preparar a los futuros profesionales para el entorno digital que cambia rápidamente.

Palabras clave: Transformación digital, Nuevos medios, Periodismo de medios, Profesiones emergentes.

INTRODUCTION

The Digital Revolution and Industry 4.0 have catalyzed the emergence of new career paths related to digital media that demand highly specialized expertise, but also structural changes in other traditional jobs (Lo Giudice & Famà, 2020; Prado, 2021; Stamenković et al., 2021). A notorious example is data science, a discipline that is experiencing exponential expansion driven by the growing organizational need to transform raw data into actionable and strategically relevant knowledge (Cao, 2017). The modern concept of education has also changed profoundly, whereby a digital educator needs to seamlessly incorporate emerging technologies into their pedagogies while encouraging critical thinking and adaptability in students (Timotheou et al., 2023a). Another example is the journalism profession, which has also undergone a radical change in its praxis: nowadays, professionals in the sector need to be able to handle multiple digital platforms and data visualization techniques to bridge the gap between traditional and contemporary media approaches (Ogbebor & Carter, 2021; Robinson et al., 2019).

Without a doubt, industry sectors are changing, and professionals need to develop new kinds of competencies associated with technological changes and labor market demands. Hence, diversified competencies acquired through educational programs synergistically integrating technical excellence with creative capabilities and cognitive flexibility are required for success in these emerging digital media roles. While technical competencies are the foundation (for example, mastery programming for design software, web development, and digital marketing tools) they are but a starting point. Creative skills are fundamental, especially in jobs like graphic design and animation, where visual storytelling assumes a preponderant importance, while communication skills are equally basic in enabling digital marketing professionals and social media specialists to connect meaningfully with their target audiences. Therefore, these paradigmatic changes require an important investment in specialized training programs to develop these critical skills demanded by our interconnected world (Garcez et al., 2022; Philip & Gavrilova, 2022; Rêgo et al., 2024; Sousa & Rocha, 2019).

To meet these newly emerging educational needs, various innovative learning pathways have emerged. The university programs in digital media provide full training that integrates artistic and technological competencies for a career path in graphic design or new media. Flexible options have multiplied from virtual digital media degree programs to accelerated professional certificates in digital marketing and data analytics offered by prestigious global institutions around the world. In addition, specialized learning platforms like Coursera, Udemy, and LinkedIn Learning further reinforce specialized courses in very critical areas of SEO, digital marketing, and content creation, thus making the updating of knowledge concerning new trends and developments in these professions easier. This diversified educational ecosystem enables continuous and adaptive training, which is an important factor in professional success in the digital era (Timotheou et al., 2023b; Wu, 2024).

In that way, the digital revolution and the rise of Industry 4.0 have no doubt changed the face of the workforce, but this change also brings to the front critical ethical concerns. The most common one is that data is becoming a core asset in decision-making, therefore the question of data privacy, surveillance, and algorithmic bias demands urgent attention. Digital media professionals, especially those working in data science and digital marketing, must be knowledgeable not only of the technical issues at play but also the broader ethical implications of their practice. Another major factor in the change of the digital media sector is the increased relevance of interdisciplinary collaboration. With the blurring of boundaries between technology, design, business, and communication, professionals have to be able to bridge gaps across these disciplines. Besides, the digital era, which encourages remote work and collaboration across the globe, requires digital media professionals to be sensitive to the dynamics of international markets and cross-cultural communication. With the facility to work from any part of the world, professionals are increasingly liaising with teams and clients from different cultural backgrounds. This demands an understanding of global trends, cultural subtleties, and efficient cross-border communication. Digital media must, therefore, ensure the development of a professional who is not just technically sound but also cultured to meet the challenges of a digitized global marketplace (Omar & Abdullahi, 2024; Saurabh et al., 2021; Vartanova & Gladkova, 2020).

Considering the above, the objective of this study is to briefly analyze the transformations brought about by the digital transformation in the field of digital media and specifically in journalism. The aim is to identify the emerging professions within the media sector, as well as the skills and competencies required to adapt to a constantly evolving work environment.

DEVELOPMENT

The most widespread genre of news journalism is commentary, which combines the possibilities of a brief description of events. News journalism itself can be considered the core of journalism as a whole. The factuality imperative of reporting calls for expanding the application

of authorized authoring technologies in journalistic practice through computer systems to answer basic questions: What happened? Where? When? And who participated? The journalist (or editor) then only needs to determine which collected facts are worthy of disclosure based on their relevance to the agenda and compile a general picture of the day. Thus, the risk of obvious falsehoods entering the media is significantly reduced, provided such a task is set in advance.

The advantages of news reporting for the audience are obvious: quick and detailed acquaintance with recent changes. In Internet journalism, there are opportunities to build news flows according to individual user profiles, not just their target audience. Consequently, everyone gets the opportunity to follow only the information that interests them. However, while the informational record is based on evaluation, attitude, and emotional arrangement, it remains in the field of purified discursive practice. The style of information reporting requires precise, concise, and clear statements, which ensures impartiality and unambiguous decoding by the audience.

New technological possibilities allow information reporting to incorporate analytics, evaluation, balancing, recommendations, and forecasting. However, this evolution has created something beyond a simple information record, becoming what can be called "storytelling," "longread," or "multimedia event." In this way, narrative (developments, events) is paradoxically included in the discursive circles of information records. Readers are given a choice: they can either review the main information highlighted in large type (diagonally) or study its multimedia extensions. Thus, any news can be compressed by the user to the format of a telegraph dispatch or expanded to the scale of a full-length documentary or feature film. The first multimedia event is considered to be The New York Times' "Snow Fall" project, released in 2012. When 16 skiers were caught in an avalanche in the Cascade Mountains near Washington, the publication used photographs, video, and interactive graphics, which significantly enhanced the "participation effect" in the perception of the event, allowing readers to experience it as a personal occurrence.

According to Gradyushko (2015), "visual information is spreading more and more, breaking the monopoly of text on transmitting information in the field of modern media." The multimedia event realizes the general principle of journalism - providing richness of events - and through its relation to current happenings, new high-tech means of description and expression emerge to impact the audience. Meanwhile, information technologies continue to drive the search for new journalistic forms of news, significantly affecting content changes in journalistic text and enriching the genre palette.

Multimedia combines different modalities of information perception and methods of regenerating meanings across various sign systems. In Internet media, multimedia events serve as a barrier against robotization and automatic generation, which could otherwise trivialize the essence and meaning of journalistic activity in news data production (as exemplified by the risks of component authoring). The genre, style, and language of Internet publications fall under the responsibility of the publishing house and become part of its editorial policy. However, the issue of editorial presence and editing on the open Internet remains ambiguous. Any publication on the Internet can be classified as mass information, and its author can be considered a journalist.

Can any internet publication be considered mass media? Or is the presence of an online editor an imperative for mass media? It is difficult to define the policy of personal and peer-reviewed publications on authors' own websites or to ensure full editorial oversight. In our opinion, different criteria should guide the classification of internet resources as mass media. While having an editorial office in network media is desirable, it is not mandatory. The absence of formal editing does not eliminate the need for editorial functions. These functions are simply transferred to authors or publishers, and the roles of the virtual editorial office are de facto preserved.

Editing, as defined in the publishing dictionary, has two main aspects:

1. A process whose primary purpose is to determine a work's public value by analyzing how its content and form align with social purposes and readership expectations prior to publication.
2. Management of the preparation and release of periodical or continuous publications.

The editorial office, as the organizer and coordinator of this process, ensures the implementation of mass information activities' communicative function. Several main groups of functions are involved and implemented mutually in this process. The first group of functions relates to news belonging to analytical and artistic journalistic journalism. The second group operates within editorial activity, encompassing the processes of information collection, selection, processing, grouping, and assembly (including scientific, literary, artistic, and technical editing). This comprehensive approach is only possible through broad cooperation between editorial offices and their audience representatives (readers, television viewers, radio listeners, and other mass information users) who act as information

sources, knowledge producers, and information product consumers. The third group of functions ensures the organization of editorial work, its management, and marketing. during joint creative activity, the editorial circle unites many participants in cognitive, evaluation-orientation, and organizational processes.

Generally speaking, the objects of editorial activity include information and communication products: knowledge, opinions, practical experience, value systems, and documents from political, economic, and other organizations. These information products - newspapers, magazines, television and radio programs, books, websites, and others - form the basis for production. Editorial work encompasses scientific, literary, artistic, and technical types of editing, including the preparation and release of publications, television and radio programs, and internet publications.

How do webmastering and web design relate to editing? The web interface, which contains design and interactive elements of information, is undoubtedly an important component of content, significantly impacting the meaning of the publication. Therefore, its formation falls under the authority of both scientific and literary editors. Additionally, it involves artistic and technical editors. Furthermore, the web has its own peculiarities, leading to the emergence of another type of editing: web editing. This new form takes on the main responsibilities for preparing web pages for publication.

With the advent of the Internet, several key developments should be noted:

1. The production of mass information is no longer the exclusive domain of professional journalistic associations.
2. Mass information has evolved into a two-component system:

- An informative broadcasting component.
- A communication component.

As a result, mass information has transitioned into the category of mass communication.

1. News now has a hypertext structure. Since news reflects reality, mass media help reveal the polyontological essence of hypertext reality. In this process, media outlets themselves have become mass communication systems that are inherently hypertextual in nature.

Within the mass communication system, several editorial subsystems can be distinguished: newspaper, magazine, book, radio broadcasting, television, and Internet editing systems. The web-editing system's function is to create, support, and update hypertext information resources, establishing connections with other resources and consumers while maintaining alignment with modern telecommunication technologies.

Depending on the web publication's objectives, the web editorial office can operate as either an autonomous entity or a substructure of a media holding. For instance, a traditional newspaper's website might function simply by republishing printed materials. Beyond traditional editorial specialists, the website team includes:

- Web designers.
- Programmers (skilled in web programming languages and databases).
- Information security specialists.
- Site promotion specialists.
- Correspondence managers for site visitors.
- Technical support staff.
- Regular contributors (journalists and readers).

In addition to the editor-in-chief, an administrator oversees resource utilization, ensuring the functionality of the resource and the appropriateness of its technological characteristics.

Thus, there is a demand for completely new specialists in editorial offices (not only in web publications). For example, according to the non-profit organization "Center for Sustainable Journalism," in the near future, the professional landscape of any mass media will include the following specialists:

1. Title Optimizer: Adapting article titles to increase traffic in search engines.
2. Social Media Reporter / Aggregator: Social media editor, responsible for information gathering and fact-checking in social media.
3. Story Scientist: Content researcher, studying the behavior of users in social networks and making recommendations on themes and formats based on this data.
4. Data Detective: Infographic editor, searching for statistical data and making it readable.
5. Curator in Chief: The Curator-in-Chief of the site is responsible for the correctness of information collection and storage procedures.
6. Explanatory Journalist: The explanatory journalist answers consumers' questions, especially when mass media operates in 24/7 mode.

7. Viral Meme Checker / Viral Video Maker: Viral marketing experts who control the absence of "unimportant" news on the entrepreneur's pages and create content that spreads quickly on social networks and blogs.
8. Slideshow Specialist: Responsible for the visual-dynamic order in slideshows.
9. Networker / Engager: A specialist in citizen journalism who supports media campaigns aimed at attracting a large number of users and bloggers, such as the "Hunting of Flashing Lights" project of "Vedomosti" and "Serebryanyi Dojd" ("Silver Rain").
10. E-Book Creator: An electronic book creator. This profession reflects a trend already actively manifested in the West—the use of e-books as a sales channel for content.
11. Web Developer: Web builders.

CONCLUSIONS

The rise of new professions has probably been one of the most striking faces of the Digital Revolution and Industry 4.0. As technologies continue to evolve, and the pattern of consuming information changes, specialized roles within the digital media sector have emerged. Certain professions like "Title Optimizer" or "Social Media Reporter" are examples of how labor markets are responding to the growing demand for specific skill sets. These are roles that demand advanced competencies in managing information within digital environments, such as data analysis, optimization of content for digital platforms, and the ability to engage with audiences via social media. In this context, professionals must be prepared for fast adaptation to technological changes, developing skills related to the management of several platforms and the creation of interactive, visually appealing content.

In the field of journalism and editing, digitalization has transformed many traditional practices. The arrival of the internet caused a need to renew the editorial work for the digital platform-web editors lead the way in this publishing and optimization for online audiences. Collaboration between an editorial office and audiences is quite important, since users became active participants in the creation, modification, and consumption of content. Furthermore, it is important that a journalist acquire some essential digital skills, such as data visualization and management of digital platforms, in order to remain relevant within an ever-changing information environment. Digitalization has also reshaped journalism education, demanding that educators integrate emerging technologies to foster adaptability and critical thinking, thus preparing future journalists to tackle the challenges of a globalized, digitalized market.

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