

RESEARCH

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LESS IS NOT ALWAYS MORE. HOW MEDIA SIZE CONDITIONS INTERNSHIPS IN JOURNALISM

MENOS NO SIEMPRE ES MÁS. CÓMO EL TAMAÑO DE LOS MEDIOS CONDICIONA LAS PRÁCTICAS EXTRACURRICULARES EN PERIODISMO

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ABSTRACT

This research aims to examine how the conditions of the media internships in Journalism change according to the size of the company, distinguishing between small (1 to 20 employees), medium (more than 20 and fewer than 100), and large ones (100 or more). To achieve this, a questionnaire was provided to those students from the University of Málaga and Complutense University of Madrid who had carried out their internships in media outlets during the 2017-2018 academic year (n=144). The results indicate the existence of different internship patterns: in small companies the retribution tends to be higher —although it is also where more internships remain

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unpaid—, students dedicate less time than their peers, their opinions are more heard, the relationship with their tutors is more fluid and they usually stay in a stable area of the company. In big companies, the opposite phenomenon emerges, and it is nevertheless where there is a greater sense of belonging by the students —the majority of them would like to continue making a career in them—, while in small and medium companies the preference for a change prevails. In summary, the research shows well-differentiated internship profiles based on the size variable, which invites reflection on the characteristics of the companies and their role in the formative curriculum of Journalism students.

KEYWORDS: Media internships – Journalism – Professional routines – Working conditions – Trainees – University training – Media companies

RESUMEN

El objetivo de esta investigación es examinar las condiciones en que desarrollan las prácticas extracurriculares los estudiantes de Periodismo en función del tamaño de la empresa en que realizan su estancia, distinguiendo entre las pequeñas (de 1 a 20 empleados), medianas (más de 20 y menos de 100) y grandes (100 o más). Para ello se suministró un cuestionario a estudiantes de las universidades de Málaga y Complutense de Madrid que habían realizado prácticas en medios durante el curso 2017-2018 (n=144). Los resultados obtenidos evidencian la existencia de patrones de prácticas distintos: en las empresas pequeñas la retribución tiende a ser mayor —aunque es también donde en mayor medida se dan casos de prácticas no remuneradas—, los estudiantes dedican de media menos tiempo que sus compañeros, su criterio es más tenido en cuenta, la relación con los tutores es más fluida y suelen ocupar un área estable. En las grandes se produce el fenómeno opuesto, y es sin embargo donde existe un mayor sentimiento de pertenencia por parte de los alumnos —la mayoría querría continuar haciendo carrera en ellas—, mientras que en las pequeñas y las medianas prima la preferencia por el cambio de aires. En conjunto, la investigación muestra perfiles de prácticas bien diferenciados en base a la variable seleccionada, lo cual invita a una reflexión sobre las características de los centros de acogida y su papel en el currículo formativo del alumnado de Periodismo.

PALABRAS CLAVE: Prácticas profesionales – Periodismo – Rutinas periodísticas – Condiciones laborales – Becarios – Formación universitaria – Medios de comunicación

MENOS NEM SEMPRE É MAIS. COMO O TAMANHO DOS MEIOS DE COMUNICAÇÃO CONDICIONA AS PRÁTICAS EXTRACURRICULARES NO JORNALISMO

RESUMO:

O objetivo desta pesquisa é analisar as condições nas que se desenvolvem as práticas extracurriculares dos alunos de jornalismo em função do tamanho da empresa em que trabalham, diferenciando entre as pequenas (de 1 a 20

empregados), médias (mais de 20 e menos de 100) e grandes (100 ou mais). Para isto se usou um questionário a alunos das universidades de Málaga e Complutense de Madrid que tinham feito práticas em meios de comunicação durante o curso 2017-2018 (n=144). Os resultados obtidos evidenciam existência de padrões de práticas diferentes: nas empresas pequenas a retribuição tem uma tendência de ser maior —mesmo que também é onde se dão casos de práticas não remuneradas —, os alunos dedicam em média menos tempo que seus colegas, o critério é mais levado em consideração, a relação com os tutores é mais fluida e geralmente ocupam uma área estável. Nas grandes empresas se produz o fenômeno oposto, mas é também onde existe um maior sentimento de pertencimento por parte dos alunos —a maioria pretende continuar fazendo parte delas —, enquanto nas pequenas e nas medianas é maior a preferência pela mudança de ambiente. Em conjunto, a pesquisa mostra perfis de práticas bem diferenciados dependendo da variável selecionada, o que convida a uma reflexão sobre as características dos centros de acolhida e seu papel no currículo formativo do aluno de jornalismo.

PALAVRAS CHAVE: Práticas profissionais – Jornalismo – Rotinas jornalísticas – Condições laborais – Bolsistas – Formação universitária – Meios de comunicação

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1. INTRODUCTION

The external internships sponsored by the university fulfill a double function for students: on the one hand, they bring them closer to the reality of work to try to achieve a "comprehensive education (...) through educational cooperation programs", this being the objective for which they were initially conceived (see Royal Decree 592/2014, of July 11th); and on the other, they represent for them the main entryway to the journalistic profession (APM, 2010-2018). That is to say: what originally had an eminently educational nature, currently represents a necessary gateway to a future job, so that the academic component of this activity has actually ended up coexisting with the purely work component.

When developing their internships, students access a professional community in which they learn —tacitly and through continuous praxis— both from the rest of the editors and from the situations they must face in their daily work (Dreyfus and Dreyfus, 1986; Lave and Wenger 1991; Splichal and Sparks, 1994; Wenger, 1998; Gravengaard and Rimestad, 2014). This learning of journalism routines, which ranges from value systems to work guidelines, is key in the student's socialization and subsequent professional development (Hall, 1976; Cohen-Scali, 2003; Cotter, 2010).

Despite the relevance of this first contact with the exercise of journalism in the configuration of the work culture of future editors, the conditions in which these internships are developed and their possible effects, as well as the circumstances

that favor taking greater advantage of them, have hardly been addressed so far by the academy.

In Spain, the first studies started with Cantalapiedra, Coca, and Bezunartea (2000), who detected in the Basque Country one of the most common dysfunctions of this type of stay: despite being still in the training phase, once the surveyed students got to the newsrooms, they performed the tasks of professional staff. The media, in many cases with more interns than senior writers, depended on the students for their livelihood, so the need to seek maximum productivity ended up imposing itself over the educational aspect of the internships.

Years later, Blanco (2005) revealed a practically identical reality in Malaga: almost nine out of ten internship students considered that their work replaced that of a hired professional. The majority claimed to broadly and systematically exceed the hours signed by the agreement and felt that the reception institutions were abusing them at work. In fact, a third of those consulted did not receive any financial compensation for their tasks. Even so, 97.5% perceived the internship as a good complement to their education, and overall satisfaction was very high.

Lamuedra (2007), for her part, analyzed the curricular practices of the Carlos III University of Madrid, where, once again, there was a perversion of the system where students were required to dedicate more hours than stipulated to fill the gap that a regular worker had to fill, within the framework of an internship incorporated as a subject in the study plan —and, therefore, unpaid—. The students, far from regretting this situation, were satisfied to be able to experience first-hand, as a senior editor would do, the multiple casuistries of the exercise of the profession— even those that incurred journalistic malpractice—.

Parallel to these publications, voices emerged that advocated greater regulation of internships to mark clear distances between their educational purpose and business interests, whose marriage is not always compatible (Udías, 2006). Since then, a decade passed until fieldwork was carried out again to measure the progress in the development of internships; Previously, Pérez-Serrano, Rodríguez-Barba, and Rodríguez-Pallarés (2015) had analyzed the offers of the internship service of the Complutense University of Madrid, concluding that the average remuneration was around 225 euros for five hours a day, although there were cases that contributed a meager 175 euros for almost 35 hours a week.

In recent years, therefore, the empirical study of external internships has been resumed through questionnaires to students. In Málaga, García-Borrego and Roses (2016) and García-Borrego, Roses, and Farias (2017) observed that the so-called "aid bag" for students had grown slightly compared to Blanco's previous work (2005) — the majority were at the 360 euros that the university's regulations stipulate as a minimum (UMA, 2020)—, although the time spent was still above what is included in the agreements: 6.6 hours on average compared to the 5 regulated hours. In any case, overall satisfaction continued at high levels (7.64 points out of 10), although a

third of the sample gave a failure rating to the conditions in which internships were carried out.

More recent studies indicate a new improvement in the working conditions of students: at the UMA, the schedules barely exceed 6 hours on average and about 375 euros of remuneration are received, while at the UCM, the average day falls to 5 hours and 45 minutes and aid is around 270 euros per month, that is, about 45 more than in 2015 (Pérez-Serrano, Rodríguez-Barba, and Rodríguez-Pallarés, 2015; Gómez-Calderón, García-Borrego, and Fernández-Sande, 2019). This last article also warns about the high percentage of students who carry out tasks with which they are not satisfied for ethical reasons —almost half of those surveyed— as well as the persistent neglect of the academic tutor —nine out of ten internship students, did not have contact with him during their stays—.

All this differs to a large extent from what is registered in other national contexts such as the Danish, in which students carry out similar functions to staff writers for 2,700 euros per month (Gravengaard and Rimestad, 2014), or the Finnish, where remuneration exceeds 1,700 euros (Jaakkola, 2019). In Germany, however, there is a situation that coincides with the Spanish one, since Journalism students "work a long number of hours in irregular shifts, often for little money, while trying to build a reputation" (Gollmitzer, 2014: 834). The comparison is complicated by broadening the focus to other countries, in the case of Anglo-Saxons, who do not have practice agreements approved throughout the national territory (Willig, 2016).

2. OBJECTIVES

Based on all of the above, this research for the first time emphasizes the role of the editorial structure of the media —already indicated as a relevant factor in previous works (Gómez-Calderón et al., 2019)— and pursues a fundamental objective: to describe the similarities and differences of the extracurricular internships of the degree in Journalism depending on the size of the host company.

3. METHODOLOGY

The data collection was done using the survey as a methodological tool, considering that it would be the best instrument to gather information on each of the aspects that determine the internships. The questionnaire was prepared from the reference contributions of national and international literature, both those expressly related to training stays in companies and those that address the professional routines and working conditions of senior journalists, including Splichal and Sparks (1994), Weaver (1998), APM (2005-2018), Túniz (2009), Weaver and Willnat (2012), Túniz and Martínez-Solana (2014), or Suárez-Villegas (2015). Likewise, a battery of ad hoc questions was included to answer variables not yet explored and closely related to internships such as contact with tutors. The questionnaire was finally structured in three blocks: the first collected the registration information of the respondents (sex, age, section, university of origin, or remuneration), the second attended to professional routines (work hours, number of pieces made, or frequency

of the relationship with the tutors), and the third dealt with the satisfaction levels of the students (measured through 11 variables: satisfaction with the tutors, with the workload, with the remuneration, etc.).

The survey was launched in the universities of Malaga and Complutense of Madrid, trying to combine in the same sample two profiles of well-differentiated centers: the one that welcomes the most students each year (660 new admission places per year), located in the capital of the country, and that of a peripheral province with a more modest *numerus clausus* (130). As it was not possible, for data protection reasons, to obtain the email addresses of the students who had carried out internships during the 2017-2018 academic year, the questionnaire was sent by email and in two waves —on October 15th and 22nd, 2018— to the last three promotions of the degree in Journalism from both universities (2013-2017, 2014-2018, and 2015-2019). Of all of them, 210 had responded after one month —29.2% of the total number of students who had done internships in that period, according to the data provided by the employability services of each institution—, which ended up being 143 once those who had performed institutional communication tasks in cabinets were separated, on the understanding that since these companies are generally small and deal with different tasks, they would distort the interpretation of the results.

After also eliminating the anomalous or erroneous files with the SPSS statistical program, a descriptive statistical analysis was carried out, dividing the sample into three groups based on the size of the medium in which they had developed their practices: small (20 employees or less), medium (with more than 20 and less than 100), and large (100 or more workers).

4. RESULTS

4.1. Sample description

The proportion of students in small companies (45.8%) was higher than in medium-sized companies (29.9%) and large companies (24.3%), in part due to the characteristics of the media system in the province of Malaga, where entities with more than 100 employees are scarce. In all the groups there were more women than men, with the proportion always between 60 and 70%, as it happens in the classrooms of the degree. The average age was also similar in all companies, around 23 years old, although there was a somewhat lower standard deviation in the large companies.

There is some small difference regarding the level of studies. Apparently, the larger the company, the more frequent it is to find Master's students —1.5% of incidents in small ones compared to 8.6% in large ones, almost six times more—, although, in any case, they constitute a minority group. Regarding the areas of specialization, in the small media outlets, a specific section had been assigned to 90.9% of the sample, but this figure decreased as the company grew, to 81.4% in the medium and 62.9% in the large ones —that is, in them more than a third of the

students rotated through the different sections—. The variability regarding the period of the activity is also striking: large entities receive more students during the summer season than the rest of the year —only 17.1% join between October and June—, while in the others they are somewhat more distributed —the figure rises to 27.8% in the small ones and 34.9% in the medium ones—. In any case, summer internships are the most extended regardless of the size of the host institution.

All these data are detailed in Table 1.

Table 1. *Sample registration data based on the size of the medium.*

		Small (1-20)	Medium (21-99)	Large (100+)
N		45.8%	29.9%	24.3%
University	(UMA)	34.8%	32.6%	5.7%
Gender	(Woman)	60.6%	67.4%	65,7%
Age	Average (DT)	23.0 (1.94)	23.3 (2.70)	22.7 (1.35)
	Min. / Max.	20 / 32	20 / 34	21 / 27
Level of studies	Third	25.8%	16.3%	22.9%
	Fourth	42.4%	48.8%	40.0%
	Loose credits	18.2%	20.9%	14.3%
	Finished	12.1%	9.3%	4.3%
	Master's Degree	1.5%	4.7%	8.6%
Section	(Itinerant)	9.1%	18.6%	37.1%
Period	(Summer)	71.2%	65.1%	82.9%

Source: Self-made based on surveys of interns.

4.2. Conditions and routines of internships

The average remuneration received by students is similar in all the considered entities —between 280.81 euros for the medium and 296.94 euros for the large ones—, but the differences in the standard deviations (see table 2) require further analysis.

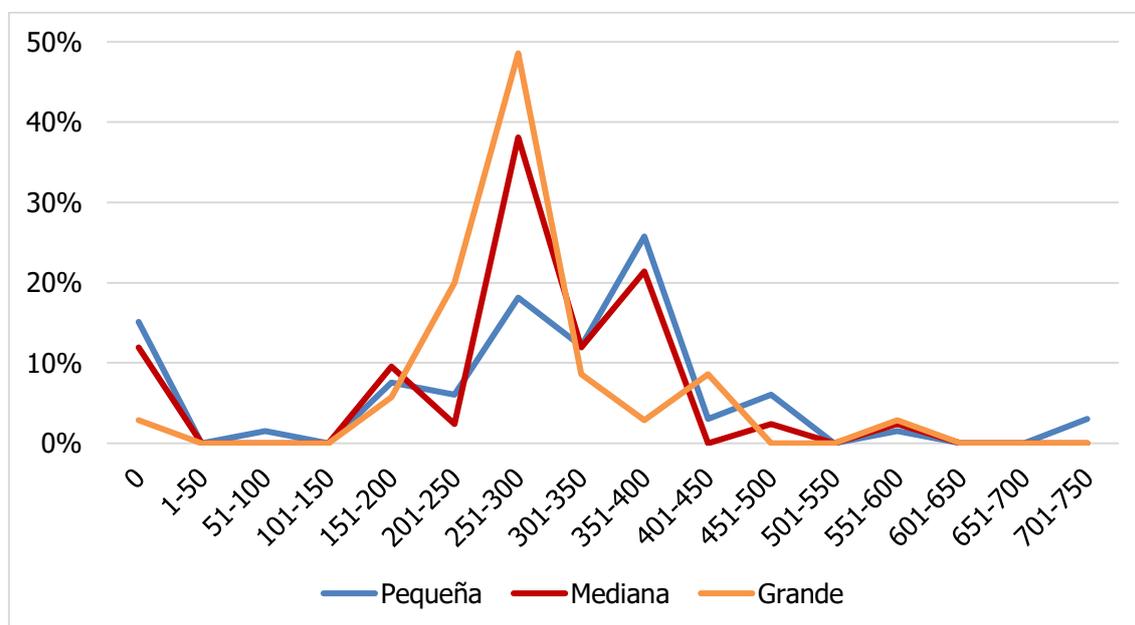
Table 2. *Conditions of the internships depending on the size of the media outlet.*

	Small (1-20)	Medium (21-99)	Large (100+)
Remuneration (DT)	295.67 € (164.96 €)	280.81 € (126.82 €)	296.94 € (94.07 €)
Hours spent per day (DT)	5h 54m (1h 39m)	6h 13m (1h 40m)	6h 44m (1h 42m)
Pieces made per day (DT)	4.82 (3.65)	3.98 (2.61)	4.15 (4.02)

Source: Self-made based on surveys of interns.

Thus, different patterns are observed concerning the amount of aid granted to students: it is more common that they do not receive benefits of any kind in small and medium-sized newsrooms —this is the case of 13.7% and 10.4% of respondents, respectively—, while in the large companies this group barely represents 2.7% of the total. However, once certain thresholds are crossed, the

opposite phenomenon manifests itself: it is the smallest ones that tend to disburse larger amounts when it comes to subsidizing their students. In this sense, it stands out that more than half of the students in small mediums (51.5%) exceed the figure of 300 euros compared to 38.1% in medium-sized and 22.9% in large ones. This peculiarity in remuneration is reflected in graph 1.



Graph 1: *Distribution of remuneration according to the size of the company.*

Source: Self-made based on surveys of interns.

In the schedules, a certain staggering is perceived, so that the transit from a smaller medium to a larger one entails an increase in the working day of approximately 30 minutes. In this way, students in small companies would work around one hour less on average than those in large companies (5 hours and 54 minutes versus 6 hours and 44 minutes). Again, this distribution is not homogeneous, although the pattern in this case, is somewhat more evident: in small entities, only 26.5% of the students exceed 6 hours; in medium-sized ones, 37.2%; and, in large ones 58.7%. These data match the type of workday of the students: in the small ones, 45.5% enjoy a shift only in the morning, a type of schedule much less common in the rest of the institutions (23.3% in medium ones and 28.6% in large ones).

Regarding the number of pieces made by those surveyed, it is those from small mediums that show the highest average (4.82 per day, compared to 3.98 from medium-sized ones and 4.15 from large ones). This is mainly because among them is the estimable group of students (13.8%) who write 10 texts or more since, if the reference is placed in 5 pieces, the figures are coincident —around one-quarter of students exceed this load in any newsroom—.

The questionnaire also inquired about the degree of proactivity of the students and the frequency with which they faced certain ethical dilemmas. Regarding the

first issue, there is a certain uniformity in terms of proposing topics —they do it very frequently in 65.1% of medium-sized institutions and 73.9% of small ones⁴— but there is a gradation concerning the informative approach: in small entities, 65.1% of the students usually intervene in it —or, at least, they are allowed to express their opinion. In medium-sized companies, this proportion falls to 58.2%, and in large companies, to 51.4%⁵.

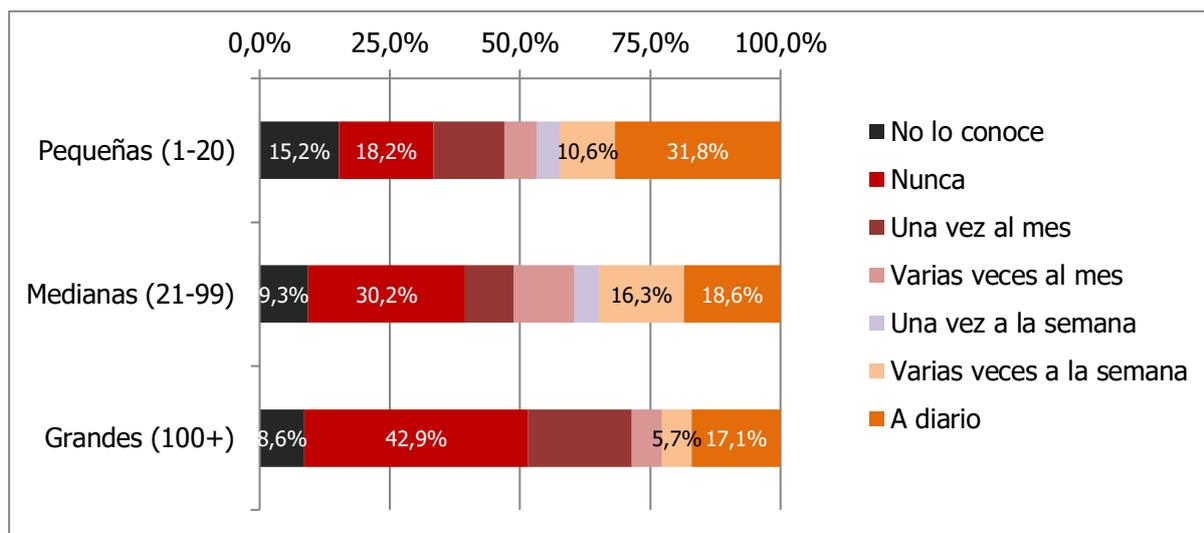
This same progression, although in reverse, is observed when students are asked if they have signed pieces that they dislike because they have undergone substantial changes concerning the original. In the small mediums it usually or always occurs to 18.2% of the students, to 28.0% in the medium ones, and 31.4% in the large ones. Although this, *a priori*, speaks to the detriment of the larger institutions, it should be noted that it is also in them where there is a higher proportion of respondents who have never faced this type of situation (51.4% of the total), compared to 39.4% in the small ones and 37.2% in the medium ones. Therefore, it is in the large media where fewer students sign pieces that they dislike, but also where, when this situation occurs, it does so with greater intensity. Regarding the performance of unethical tasks, the results are even in all media: approximately half of those consulted had carried them out regardless of the size of the company.

Finally, we wanted to know to what extent the contact of the students with the two tutors, the professional one, appointed by the company, and the academic one, representative of the university⁶, differed. The preponderance of the professional one is evident in all cases, but as the size of the newsroom increases, the relationship loses fluidity. In the small media, 31.8% settle their affairs with this figure daily, and an additional 10.6% do so several times a week (in total, 42.4%); in the large ones, the percentages decrease respectively to 17.1 and 5.7% (added, 22.8% of the sample). In fact, in large newsrooms, the majority do not know or have never contacted their professional tutor (51.5%), while in small newsrooms the proportion, even though it is also high, does not exceed one-third (33.4%). The academic tutor, on the other hand, is unknown by practically half of the students, and only 7.6% have associated with him in small companies, 2.3% in medium-sized companies, and 2.9% in large companies (see graphs 2 and 3).

⁴ Figure obtained from the sum of the options "Always" and "Usually", presented in this way to facilitate the reading of the results.

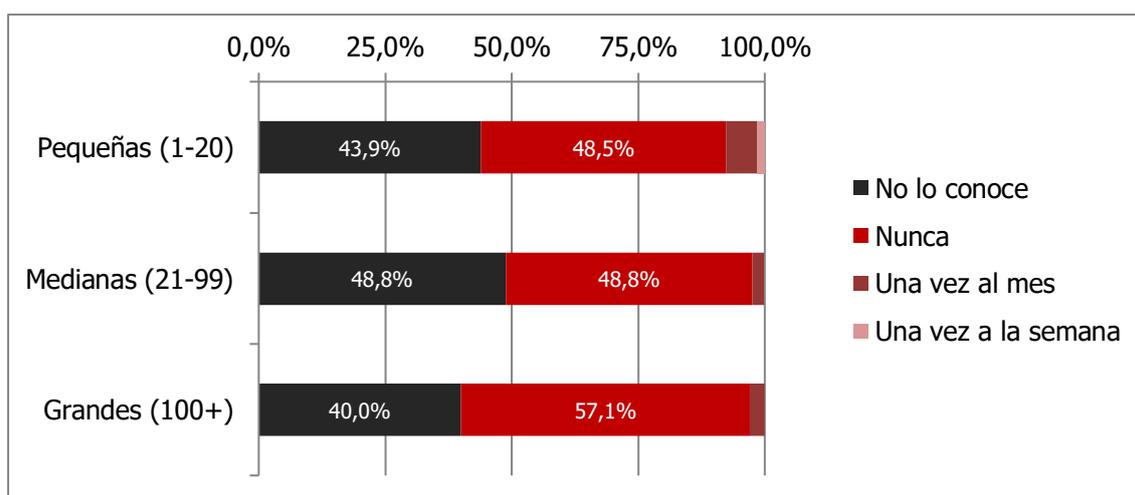
⁵ Again, the data comes from the sum of the options "Always" and "Usually".

⁶ Royal Decree 592/2014, of July 11th, provides for the existence of two tutors, one from the collaborating entity and the other from the university, who must be responsible for supervising and guiding the student's activities, making an "effective follow-up" of the internships, and, in short, "to ensure the normal development of the Training Project".



Graph 2: *Frequency of contact with the company tutor.*

Source: Self-made based on surveys of interns.



Graph 3: *Frequency of contact with the university tutor.*

Source: Self-made based on surveys of interns.

4.3. Satisfaction levels

The list of 11 variables that were used to measure the satisfaction of the students with the internships does not show statistically significant differences when discriminating according to the size of the host company. There are slight patterns that coincide with the conditions and routines previously detailed —the most pronounced dissatisfaction in students from large media with the company tutor, with whom they barely maintain contact; that of students from medium-sized institutions with remuneration, lower on average than that of the rest of their classmates; or the diminishing satisfaction with the schedule as the size of the company grows, in line with the number of hours dedicated— but the differences are hardly noticeable, as can be seen in table 3.

Table 3. *Satisfaction with the internship according to the size of the media outlet.*

	Small (1-20)	Medium (21-99)	Large (100+)
Satisfaction with company tutor	2.88 (DT=1.43)	2.95 (DT=1.54)	2.51 (DT=1.52)
Satisfaction with academic tutor	1.68 (DT=1.09)	1.79 (DT=1.19)	1.51 (DT=0.74)
Satisfaction with company workers	4.08 (DT=1.21)	3.81 (DT=1.14)	4.14 (DT=1.12)
Satisfaction with other scholarship recipients	3.88 (DT=1.38)	3.79 (DT=1.37)	4.23 (DT=1.06)
Satisfaction with superiors	3.35 (DT=1.43)	3.09 (DT=1.23)	3.37 (DT=1.35)
Satisfaction with schedules	3.41 (DT=1.34)	3.19 (DT=1.20)	2.97 (DT=1.34)
Satisfaction with stability of the scholarship	2.77 (DT=1.56)	2.42 (DT=1.24)	2.54 (DT=1.50)
Satisfaction with workload	3.12 (DT=1.31)	2.86 (DT=1.28)	3.26 (DT=1.22)
Satisfaction with editorial line	2.78 (DT=1.44)	2.69 (DT=1.07)	2.62 (DT=1.05)
Satisfaction with promotional opportunities	2.36 (DT=1.43)	2.30 (DT=1.32)	2.14 (DT=1.17)
Satisfaction with remuneration	2.11 (DT=1.27)	1.79 (DT=1.08)	2.06 (DT=1.19)
Average satisfaction	2.95 (DT=0.92)	2.79 (DT=0.79)	2.85 (DT=0.79)

Source: Self-made based on surveys of interns.

However, even though the students are almost as satisfied in all the aspects contemplated, the aspirations for the future do differ remarkably according to the size of the company in which they are located. In the small and medium-sized media, the majority, within five years, would like to change to a different newsroom (50.0% and 51.2%, respectively) and the minority would like to continue (16.7% and 14, 0%), surpassed even by those who are not clear about their preferences (18.2% and 30.2%). In large companies, the opposite phenomenon occurs: many would like to stay in them (42.9%), although a not inconsiderable percentage would also choose to change the medium if possible (28.6%) or express their uncertainty about it (20.0%). The jump to cabinets or the possibility of leaving the communication sector does not seem to enter into the immediate plans of the majority of those surveyed, although the latter option enjoys greater popularity among students of small media (see table 4).

Table 4. *Title of the table.*

	Small (1-20)	Medium (21-99)	Large (100+)
Wants to stay in their medium	16.7%	14.0%	42.9%
Wants to switch to another medium	50.0%	51.2%	28.6%
Wants to switch to a cabinet	6.1%	4.7%	5.7%
Not clear	18.2%	30.2%	20.0%
Wants to leave the field of communication	9.1%	0.0%	2.9%

Source: Self-made based on surveys of interns.

5. DISCUSSION

The main objective of this research was to determine the characteristics of extracurricular internships based on the size of the company in which they are carried out. Although indeed, radically different models have not been found based on the data presented, it is feasible to propose some differential features and, thus, expand the available knowledge on how the first contact of Journalism students with the labor market takes place. The final purpose of the authors would be to guide on some aspects that should be corrected in the current university-company agreements, to ensure a fruitful and guaranteeing internship experience, something that the available literature has been missing in the last twenty years, with the consequences that this has for the exercise of the profession (vid. Cantalapiedra et al., 2000; Blanco, 2005; Lamuedra, 2007; García-Borrego et al., 2017).

In general, in small companies, internships are distinguished by being more distributed throughout the year, perhaps because students are seen as a continuous reinforcement for the workforce, although it is still in summer where most of the students are concentrated, usually in fixed sections. A significant number of these internships do not involve remuneration, but in those institutions in which students are financially compensated, the amount tends to exceed that of medium and large companies. The hours are usually shorter but they bring with them a workload comparable to that of the rest of the media, the students enjoy more freedom when it comes to deciding the approach —or, at least, their opinion is taken into account—, they are a minority who regularly sign news that bothers them because they have undergone changes —although a good part of them have done so at some time—, and they maintain more fluid communication with tutors, in particular with the professional one, than in other companies. Even so, the satisfaction rates are at the same level as in the other groups, and, in fact, the majority would prefer to go elsewhere if the possibility arises.

Medium-sized companies also have some distinctive characteristics. They are the ones that show the greatest regularity when calling internships —although, again, a clear preference for the summer period is observed— and the ones that imply the least workload for the student, but they are also the lowest-paid, both because there is a considerable number of unpaid positions, and for paying rather modest amounts in the event of gratification. In the rest of the aspects contemplated —number of hours dedicated, rotation by sections, contact with tutors, freedom to intervene in the approach, and changes suffered by the pieces— they are located halfway between small and large companies. Whether for these or other reasons, the majority of respondents here also expressed their desire to leap to another media outlet in the future.

Finally, large companies stand out for the predominance of summer internships — more than 80% of the cases—, perhaps because, as the scientific literature reports, to a large extent, students cover the absences of senior writers. Somewhat more qualified than the rest of their classmates, it is also more common for students to rotate through the different sections of the medium instead of being framed in a fixed area. Almost all the internships are paid, although less generously than in the small and medium-sized media outlets, and they tend to involve a longer time

commitment. In the routines, greater control by the newsroom is observed —the influence of the students in the news approach is more limited and a good part of them continually undergo changes in their articles with which they are not satisfied—, although this control is not exercised by the tutor, with whom they maintain the least fluid relationship of the three models. Despite everything, the feeling of belonging is much greater, while, unlike the respondents from the rest of the media, in the large companies the aspiration to remain in the company prevails.

These findings should be complemented in future studies taking into account certain variables that, although they have been considered, require a more in-depth analysis, probably through qualitative methodologies. In this sense, questions arise about the type of pieces made, whose figures are difficult to explain in certain circumstances: to what extent can an intern really exceed the ten daily texts with days of between five and six hours? Is it, in this case, the same type of pieces as those of those who make two or three, or on the contrary, do they have a lower degree of elaboration and imply less intense efforts?

They also plan, in this line, questions related to the degree of learning obtained in each of the media, particularly in terms of the routines applied. Do students perceive they learn more the more texts they write, thus fostering skills such as speed and efficiency, or is it more of a mechanical job —the adaptation of press releases, for example— and internships work better with a workload focused on fewer pieces?

Similarly, questions are raised regarding the satisfaction and aspirations of students. Apparently, internships in small companies are characterized by more comfortable routines and conditions: in most cases, the hours are shorter, more generous remuneration is received, the student's opinion is taken more into account, contact with the tutors is more fluid, and pieces that raise ethical issues are only rarely signed. And yet, the satisfaction is equal to that shown in larger media: ultimately, although they impose fewer demands outside the agreement and work in them is more rewarding, small companies are not able to retain more loyalty from their interns, but on the contrary. This may be due to a romantic conception of the profession, which leads students to believe that the best journalism is developed in large corporations; promotion opportunities, which seem more viable the greater the size of the medium; or to factors related to learning or other aspects that have escaped the scope of this study.

Whatever the reasons, we intended with our work to delve into how host entities determine the internship experience of Journalism students, and in this sense, we believe we have outlined several differentiating patterns. It would be desirable for the larger media companies to incorporate some of the routines perceived in small companies, where the treatment of the student seems more rewarding; and in any case, that all entities put educational needs before purely commercial criteria.

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