

MEVI111 – An Introduction to the Norwegian Media System in a Global Context

Evaluering, våren 2018

Emneansvarlig: Ane Johannessen Tryggeseid

For våren 2018 var 29 studenter vurderings- og undervisningsmeldt i MEVI111. De fleste studentene var innvekslingsstudenter. En 6-timers skoleeksamen ble avviklet 23. april, hvorav 26 av 29 studenter gjennomførte og bestod eksamen, med jevnt over gode resultater. Undervisningen bestod av 10 forelesninger og 9 seminarer, inkludert introduksjons- og oppsummeringsbolker. Undertegnede holdt 7 forelesninger, mens Ole Mjøs, Hallvard Moe og Helge Østbye fungerte som gjesteforelesere på de resterende tre.

Resultater

Antall vurderingsmeldte: 29

Antall møtt: 26

Antall beståtte: 26

Gjennomsnittskarakter: B

Karakterfordeling

A: 2

B: 15

C: 4

D: 5

E: 0

Stryk: 0

Studentevaluering

Studentene fikk tilbud om å besvare et spørreskjema om kursets innhold, struktur og utbytte. Grunnet omrokkeringer falt muligheten for å besvare spørreskjemaet i løpet av siste seminar bort, og det var derfor kun 9 studenter som responderte, til tross for påminnelser på e-post og Mitt UiB. Samtidig reflekterer besvarelsene betraktninger som er av verdi før kurset skal avvikles på nytt våren 2019. Alle utdypende svar er derfor inkludert i evalueringen. I tillegg fikk studentene tilbud av å ta kontakt med emneansvarlig (via e-post eller oppmøte på kontor) for å diskutere faglige spørsmål dersom det var behov for det. Flere benyttet seg av dette, og kom med gode tilbakemeldinger her. Disse er lagt ved under.

Spørreskjema

How many of the 10 lectures did you attend?

Blant studentene som besvarte ligger oppmøtesnittet på **8,3** forelesninger.

On a scale from 1 (lowest score) to 10 (highest score), how would you rate the quality of the lectures? Ole Mjøs (1 lecture), Hallvard Moe (1 lecture), Helge Østbye (1 lecture), Ane Tryggeseid (7 lectures)?

Gjennomsnittvurderingen blant studentene som responderte ligger på **7,8**.

To what degree (score 1-10) have the lectures contributed to furthering your comprehension of the subject matter of the course?

Gjennomsnittvurderingen blant studentene som responderte ligger på **8,1**.

Do you have any comments (positive and/or negative) concerning the lectures?

8/9 studenter besvarte spørsmålet.

1. «Very good English, the explanations were very clear».
2. «It helps us understanding some aspects of the course but maybe too much reading of the slides».
3. «For me, even this course addresses very introductory and basic level of contents, there are quite large number of differences between Norwegian or Scandinavian system, context or other aspects and my home country situation so sometimes it was not so easy to understand whole and even simply compare. However, idea provided and touched in the classes was interesting enough and worth learning».
4. «Ane was great. She always wanted feedback about the lectures, and when I reached out regarding a question I had, she provided me with great information. I felt the economics lecture was a bit misplaced».
5. «It was really good. The course provide an high quality content but there are maybe too much repetitions sometimes which lead to a loss of attention from us since we already know the information».
6. «I enjoyed all of the lectures. They were helpful and definitely aided in my understanding of the course literature. Some of them felt a bit long, but all of the information was well presented and important to understand the main points of the course».
7. «The lectures were very interesting and I could understand how Norwegian media exists and effects on the society».
8. «The lectures where a great guideline in order to understand what of the subject material was important (since there was a lot on the reading list). Sometimes, there was a lot of repetition but that also helped to get familiar with the subject material on the other hand».

How would you rate (score 1-10) the quality of the seminars?

Gjennomsnittvurderingen på seminarene ligger på **5,5**.

To what degree (score 1-10) have the seminars contributed to furthering your comprehension of the subject matter of the course?

Gjennomsnittsvurderingen blant studentene som responderte ligger på **5,4**.

Do you have any comments (positive and/or negative) concerning the seminars?

7/9 studenter besvarte spørsmålet.

1. «Maybe more information in order to prepare the seminars before».
2. «A bit boring, people didn't talk that much either in the small groups and in the class. We could have answer the questions at home, it would have been nearly the same. Moreover, the teacher didn't add that much information when we corrected the answers. However, the questions were good to think about and to prepare for the exam».
3. «To be honest I expected seminar to have more opportunities to discuss and deepen topic we leaned. But instead, there were many students who only attend seminars (maybe 'cause it's mandatory) and it was little bit difficult for me to exchange opinions with them. We basically only could check what we've already learned at the class and hopefully I wanted to expect deeper interaction with other students».
4. «The seminars are good but there is nothing new compares to the lecture so it's repetition».
5. «The seminars were not very helpful for my learning. Even in small groups, people were not very participatory so it defeated the purpose of them for me at least. The questions posed in the seminar were good and interesting, but most of the time it seemed as if people were just copy-pasting answers from the previous lecture notes. I think it would have been more helpful if more people were willing to share and had more knowledge about media systems in their countries because that would make for interesting conversations of comparison, which would have also helped us understand the course material and have more means of comparison. Our seminar leader however was excellent! She

was well prepared and was available to answer questions and gave good feedback. It was more the lack of participation by other students that made the seminars more difficult».

6. «Discussion parts were very helpful but I hope there were some summing up parts in each seminar».
7. «The concept of seminars was new for me and I've liked this approach of teaching. However, the "quality" of the seminar really depended on the group you were assigned to that day. If you were in a group where there wasn't that much engagement, the seminar felt a bit like a waste of time».

Are there any items on the reading list, or any topics covered, that you find particularly challenging or difficult?

4/9 studenter besvarte spørsmålet.

1. «For most readings it was okay to access and I did not have so much difficulty. It's very nice to have digital availability for most of materials we need».
2. «The MWS book is great!»
3. «There were not any items that I found to be challenging. Whenever something was unclear, the lecturers were responsive and open to questions which they answered well. Ane was also great and was available by email or in person to answer questions which was much appreciated».
4. «The media regulation part was difficult».

Is there anything regarding the course in general (venue, curriculum, teaching, schedule etc.) you'd like to comment on?

1. «Ane Tryggeseid is really a good teacher and always smiling. It lead us to work harder for her».
2. «I thought it was a very well run course and I enjoyed it a lot. I felt very well prepared by the lectures, readings, and my notes to take the final exam. Overall, I feel like I really do have a good foundation of knowledge about the Norwegian

media system and am able to draw good comparisons and discuss it. The only suggestion I would have would be to post the lecture slides before class time so students can look over and print them beforehand. The way the presentations were set up made sense and was helpful, but I also liked to focus on what the presenter was saying and take notes on their words and additional commentary instead of rushing to copy the slides. Overall, I very much enjoyed this course and am very glad that I took it!»

3. «My biggest complaint was the reading list. In the beginning of the semester, I've bought all 3 textbooks and the articles that weren't possible to download for free. However, I don't really feel that was necessary at all since the textbook about the Media Welfare State would've been enough. Maybe in the future, there can be made a difference between must read literature and literature to read if you want to know more back ground information about a particular topic».

Studentsamtaler

Blant studentene som tok kontakt i forkant av eksamen var det også enkelte tilbakemeldinger som med fordel kan videreformidles. Studentene fikk tilbud om å ta kontakt i perioden mellom siste forelesning og eksamen da jeg fikk inntrykk av at mange studenter hadde vanskeligheter med å delta i og initiere diskusjoner – som resultat av både kulturelle og språklige barrierer. 5 studenter tok kontakt.

Én student kommenterte seminaropplegget, der det ble påpekt at det ikke svarte til forventningene med tanke på diskusjon og konstruktiv bearbeidelse av pensum og stoffet som ble gitt under forelesningene. Til tross for at seminarene la opp til arbeid i grupper var det få som fungerte som pådrivere for diskusjon. Studenten påpekte at det sannsynligvis var ulike kulturelle forutsetninger som lå til grunn for denne tendensen, som også, etter min vurdering, reflektertes under forelesningene. Konkrete forslag til forbedring rundt dette er beskrevet i under neste avsnitt.

Én student henvendte seg med spørsmål om hvordan allmennkringkasting imøtekommer behov blant innvandrere og minoriteter i Norge – et spørsmål man gjerne fokusere ytterligere på neste gang kurset avvikles. I svaret ble det lagt vekt på overordnede politiske og kulturelle mål, inkludert NRK-plakaten, spesifikke programsatsinger (kultur, underholdning og nyheter) og rekruttering; samtidig berører slike spørsmål aspekter rundt integreringspolitikk som naturligvis blir for tungt for internasjonale studenter å ta til seg i et slikt kurs. Et utdrag av responsen fra studenten legges ved da det fungerer som en fin oppsummering av hva kurset til enhver tid bør ta sikte på å oppnå, og hva som eventuelt kan utfordres (her med tanke på PSB):

[...] Your analysis really helped me gain some clarity on the diversity front of the MWS. I totally understand that it's too complicated of an issue to fully go into during an introductory course, but I enjoyed learning a bit more about it through these emails. Now that you put it in writing, it definitely sounds like all members of Norwegian society are being represented, and frankly, I'm surprised with the many measures being taken by NRK and others to truly include everyone in the Norwegian society.

Even though it keeps coming up, I think SKAM is one of the most eye-opening examples of PSB adapting in today's world (I binged it to partially "study" for my Norwegian language course). If we hadn't studied it in class, there is no way I would think that a public service broadcaster produced it, but I totally see the value in it.

[...] Though I'm not studying media at home, this course gave me a great introduction not just to the media systems in Norway but also a lot of insight and background into the culture as a whole. With everything that is going on in the US politically and in the media, this course provided me with an outside perspective that I think is super valuable, so I really appreciate your time this semester!

Ellers var det god respons på faget som helhet i samtale med knippet av studenter som tok kontakt; i tillegg satte de svært stor pris på muligheten til å prate med faglærer dersom de skulle ha behov for det, og alle som tok kontakt formidlet at de følte seg mye mer forberedt til eksamen etter samtalene. Riktignok skal ikke dette i utgangspunktet være nødvendig, men med tanke på de svært ulike akademiske kulturene som spiller seg ut i et slikt emne, og de ulike forutsetningene som ligger til

grunn for å kunne opparbeide seg en tilstrekkelig forståelse av emnets innhold, anså jeg dette som nødvendig. Seminarleder oppfordret også studentene til å ta kontakt med henne ved eventuelle spørsmål og behov for klargjøring.

Faglærers vurdering

Forelesningene

I retrospekt kunne selve presentasjonene blitt gjennomført noe annerledes. I utgangspunktet ønsket jeg å tilby gode notater til hver forelesning som studentene kunne dra nytte av ved forberedelsene til eksamen. Etter samtale med studenter, både på tomannshånd og under forelesningene, er dette noe de satte stor pris på. Presentasjonene ble lagt ut på Mitt UiB i etterkant av hver forelesning, og mange ga tilbakemelding på at PP-notatene klargjorde mange aspekter og problemstillinger de fant noe forvirrende.

Dette kan imidlertid føre til fornemmelser av «opplesing», selv om det ble nevnt mye utover notatene fremstilt i presentasjonene. Det kan være lurt å begrense visuell manifestering av kursets innhold for å stimulere mer aktivitet blant studentene under forelesningene, og eventuelt tilby noen praktiske oppgaver, spesielt med tanke på at mange ikke fikk fullstendig utløp for dette under seminarene. Her burde jeg i større grad konkretisert diskusjonsspørsmål fremfor å stimulere generell diskusjon basert på de aktuelle temaene. Her var det varierende grad av deltagelse, og kommentarer og spørsmål kom som regel fra de samme studentene (som utgjorde relativt få). Samtidig var det flere som påpekte, eller bekreftet, at de «sparte» seg til seminarene når det var snakk om diskusjon av ulike deler av pensum eller forelesningene. Dette kan selvfølgelig være et resultat av tilbøyelighet til å prate i plenum eller hvor godt forberedte de er til den spesifikke forelesningen, men det illustrerer likevel hvilke forventninger studentene har til både seminar og forelesninger.

Dette henger også imidlertid sammen med ulike kulturelle forutsetninger; noen har større behov for klargjøring og gjentagelse, mens andre forventer mer. I årets kull var det mange studenter fra asiatiske land, hvor språklige utfordringer er noe større sammenlignet med studenter fra vestlige land. I tillegg er det i visse tilfeller store forskjeller mellom mediasystemene og graden av åpenhet mellom enkelte vestlige og østlige land, relativt sett, hvilket påvirker forutsetningene for å få fullt utbytte av pensum, forelesninger og seminarer. Blant studenter fra asiatiske nasjoner er det også ulik terskel og kultur for å uttrykke seg i plenum, utfordre eller stille spørsmål ved stoffet som presenteres, hvor gjerne amerikanske studenter er mest aktive. På bakgrunn av den høye terskelen blant asiatiske studenter er det vanskelig å kartlegge graden av forståelse. Ettersom oppslutningen blant disse studentene var høy, måtte stoffet presenteres på en konkret og operasjonell måte for å sikre best mulig forutsetninger for forståelse jevnt over; dessverre kan dette føre til at andre studenter blir noe faglig understimulert. Naturligvis skal man unngå å være forutinntatt, men dette er likevel en balansegang som bør vurderes når oversikten over vurderingsmeldte er satt ved fristen 1. februar 2019; emneansvarlig bør derfor kobles på så tidlig som overhodet mulig når slike kurs skal avvikles.

Seminarene

Mange av de samme utfordringene var også tilsynelatende til stede under seminarene. Her er det også, basert på samtaler med seminarleder og enkelte studenter, studenter fra vestlige land – spesielt amerikanske – som er pågangsdrevne for diskusjon. I en stor gruppe med få initiativtagere blir seminarenes kvalitet dermed begrenset. I år var det en relativt stor gruppe som deltok på samme seminar, som er en utfordring i seg selv. Samtidig ser det ut til at de kulturelle forskjellene er den største utfordringen ved avvikling av seminarer i dette kurset, som vises en høyere terskel for deltagelse hos enkelte. Dette er noe som kan jobbes med underveis i kurset, hvor de faglige forholdene må legges til rette for at disse studentene skal kunne delta aktivt. Et konkret forslag er her å utarbeide oppgaver som har en komparativ komponent gjennomgående, og be studentene oppsøke og tilegne seg informasjon om sitt eget mediasystem i kontekst (f. eks. medieregulering og mediepolitikk, mediebruk,

kinosystemet eller allmennkringkasting) i forkant av hvert seminar. Ettersom det er hovedfokus på det norske mediasystemet (og de nordiske) under forelesningene, kan det være lurt å legge større vekt på det globale perspektivet – som tross alt er premisset i kurset – på seminarene. Dersom de mer passive studentene har et godt faglig grunnlag for å delta, vil gjerne terskelen senkes etter hvert i kursets forløp.

Et annet konkret tiltak er å ha med faglærer på seminarene, gjerne på det første og siste, for å tilegne seg en god oversikt over dynamikken blant studentene og hvilke faglige forutsetninger som gjør seg gjeldende. Slik kunnskap vil kunne være verdifull i utarbeidelsen av påfølgende forelesning. Ved så stor oppslutning kan det også være nyttig å dele studentene inn i to seminargrupper.

Pensum

Det har vært gjennomgående gode tilbakemeldinger på kursets hovedbok, *The Media Welfare State: Nordic Media in the Digital Age* (Syvertsen et al., 2014). Boken har fungert som kilde til de viktigste momentene faget adresserer gjennomgående i kurset. På bakgrunn av dette er kursets to andre bøker – *The Nordic Model: Scandinavia Since 1945* (Hilson, 2008) og *Small Among Giants: Television Broadcasting in Smaller Countries* (Lowe & Nissen, 2011) – tidvis overflødige. Her kan kommentaren fra én av studentene trekkes frem:

My biggest complaint was the reading list. In the beginning of the semester, I've bought all 3 textbooks and the articles that weren't possible to download for free. However, I don't really feel that was necessary at all since the textbook about the Media Welfare State would've been enough. Maybe in the future, there can be made a difference between must read literature and literature to read if you want to know more back ground information about a particular topic.

Som foreleser fant jeg det unødvendig å referere til kursets to andre bøker kontinuerlig da hovedboken, sammen med en del av kursets artikler, dekker nærmest alt av særlig interesse i emnet. Spesielt i Lowe & Nissen (2011) er det flere kapitler som ikke lar seg inkorporere naturlig gjennomgående i kursets forelesninger uten at det bærer for stort

preg av å være et rent supplement, eller i for stor grad rettes inn mot spesifikke aspekter som ikke krever detaljrik dybdekunnskap hos internasjonale studenter. I *Small Among Giants* er samtlige kapitler i stor grad rettet inn mot markedsperspektiver, økonomi og statistikk i kringkastingsøyemed, som for så vidt har vært relevant i forelesningen rettet mot medieøkonomi, men likevel litt for snevert dersom den skal fungere som en av hovedbøkene i kurset. Jeg vil foreslå å plukke ut kapitler i boken, tilpasset kontekst. Eksempel:

- Medieregulering og mediepolitikk: Kapittel 6 – *From Sovereignty to Liberalisation: Media Policy in Small European Countries*; kapittel 7 – *The Governance of Broadcasters in Small Countries*; kapittel 8 – *Broadcasting for Minorities in Big and Small Countries*; kapittel 4 – *The Socio-Cultural Context of Media Markets*
- Medieøkonomi: Kapittel 2 – *Broadcast Economics, Challenges of Scale, and Country Size*; Kapittel 3 – *Sizing Up Size on TV Markets: Why David would Lose to Goliath*

Hilson (2008) gir videre en god fordypning i den nordiske modellen og den sosiopolitiske utviklingen av de nordiske velferdsstatene; samtidig er det kun én forelesning som fokuserer på den norske modellen og velferdsstaten, som i utgangspunktet skal fungere som et bakteppe i forståelsen av hvordan det norske mediasystemet fungerer. Å tilegne mer plass til historikken rundt den norske modellen vil potensielt kunne gå på bekostning av målet om å trekke frem alle interessante og viktige aspekter ved det norske mediasystemet og tiden man har til rådighet. Boken er detaljrik, og studentene vil ikke ha tid til å kunne gi en tilsvarende detaljrik utbrodering av den nordiske modellen på eksamen; foreslår derfor å plukke ut enkelte kapitler her også. Et annet alternativ er å tilby mer enn ti forelesninger for å få fullt utbytte av begge bøker, men dette vil ikke ha innvirkning på eksamensformens begrensninger.

Hvilke kapitler som skal utgjøre hovedfokuset er selvsagt noe emneansvarlig kan vurdere i henhold til forelesningsrekken. Samtidig vil det være nyttig for studentene å på forhånd få innsikt i hvilke kapitler som er relevante i selve pensumlisten, da det kan skape noe forvirring når bøkene som helhet er oppført på listen, og når store deler

av forelesningene har bygget på hovedboken. Dette henger også naturligvis sammen med hvor tidlig emneansvarlig blir koblet på i prosessen.

Samtidig handler dette også om prioritering og subjektive vurderinger. Selv prioriterte jeg å tildele nok tid til å fokusere på nåværende utfordringer og tendenser i mediebildet, særlig da hovedboken retter studentene inn mot mediasystemet i møtet med digitalisering og internett. Etter min mening er ett av de mest interessante momentene her hvordan institusjonene tilpasser seg nye omgivelser, og hva de sier om den kulturelle og politiske signifikansen av de norske mediene tradisjonelt. Her har jeg hentet inn en del statistikk og fakta, særlig fra medienorge, for å gi dem et nyansert og representativt bilde av dette. Når kurssets faglige utbytte i stor grad legger vekt på betydningen av digitalisering og internett i et medielandskap som er i konstant endring, er det desto viktigere å trekke frem oppdatert informasjon – både for å belyse norske mediers tilpasningsdyktighet og utfordringer som blir stadig mer globale. Det er i stor grad her kjernen i norsk mediepolitikk eksponeres, hvor også globale forskjeller – og likheter – kan poengteres.

I lys av dette kan det være nyttig å revurdere enkelte artikler for å unngå at aspekter må korrigeres i forelesninger – spesielt da et fåtall studenter dukker opp på alle forelesningene – og/eller supplere med nyere artikler/tekster, dersom det lar seg gjøre. Dette gjelder for eksempel Hesmondhalgh, D. (2007): «The Cultural Industries» og Asbjørnsen, D. and Ove Solum (2003): «The Best Cinema System in the World. The Municipal Cinema System in Norway: Historical and Comparative Perspectives». Begge fungerer godt som «bakgrunnsinformasjon», men det er viktig å samtidig trekke frem nåværende tendenser (f. eks. eskalert privatisering i kinosektoren); mange studenter har vist stor interesse for hva som beveger seg i mediebildet nå. Sannsynligvis vil det bli nødvendig å supplere ytterligere neste år, særlig med tanke på lisensordningen, finansieringen av TV2, kinokonsesjonen og avisenes inntektskilder og finansieringsmodeller.

For å tilby relevant og oppdatert informasjon har jeg i stor grad koblet på medienorge, som også har videreformidlet statistikk og fakta fra eksterne kilder. Studentene har

vist stor interesse for medienorge, og tatt det i bruk så godt det lar seg gjøre, da ikke all statistikk og fakta er tilgjengelig på engelsk. Jeg vil anbefale å sette opp medienorge på pensumlisten til neste år, som supplement, slik at de får tilstrekkelig med tid til å gjøre seg kjent med informasjonssentralen i forkant av forelesningene. På medienorge finner man også en veldig nyttig oversikt over kilder på engelsk som absolutt kan, og bør, tas i bruk: <http://medienorge.uib.no/english/?cat=lenker&page=norske-1>. Her er særlig European Journalism Centre nyttig:

<https://medialandscapes.org/country/norway/policies/regulatory-authorities>

I tillegg har jeg vist til informasjon om Mediemangfoldsutvalget, som tross alt er svært sentrale i problemstillinger rundt norsk mediepolitikk:

<https://www.regjeringen.no/en/aktuelt/media-pluralism-commission-delivers-its-report--norwegian-media-pluralism--a-stronger-media-policy-for-the-public/id2541941/>

Videre bør det vises til Vær Varsom-plakaten på engelsk når pressen omtales i forelesningene, og legges ved oppdatert vedlegg til Syvertsen et al. (2014):

<http://presse.no/pfu/etiske-regler/vaer-varsom-plakaten/vvpl-engelsk/>

Eksamen

De potensielle utfordringene ved pensum er videre et resultat av eksamensformen: 6-timers skoleeksamen. Dersom alle kapitlene i Hilson (2008) og Lowe & Nissen (2011) skal fungere som pensum, bør det vurderes å tilby hjemmeeksamen – for eksempel over 4 dager – fremfor skoleeksamen, dersom det er ressurser og anledning til det. Dette vil også være gunstig for studentene som har dårligere språklige forutsetninger for å kunne skrive gode eksamensessayer med tilstrekkelig refleksjonsverdi. 6 timer vil være noe kort, særlig for disse studentene, når det også kreves at de setter innholdet i en global kontekst. Det vil også være lettere å sette besvarelsene opp mot hverandre når de språklige forutsetningene i større grad er tatt høyde for. Dersom skoleeksamen beholdes som eksamensform tror jeg det vil være nyttig å tilpasse pensum i henhold til dette.

Seminarleders vurdering

Marit Folkedal Lussand

Seminargruppa bestod av 27 studentar der majoriteten var utvekslingsstudentar. Seminara som supplerte førelesningane for MEVI111 blei lagt opp til å vere to timar annakvar veke, slik gjekk ein time til ulike tema som førelesningane handla om. Det gjekk ganske greitt å leggje opp ein time til kvart tema, der ein hadde nokre diskusjonsspørsmål å diskutere om omhandlande tema for kvar time.

Gruppa var ganske stor, og eg trur det førte til at lista låg litt høgare for å ville delta aktivt i plenum. Både fordi kanskje enkelte ikkje er komfortable med å snakke framfor ei større gruppe, men det er også lettare å anta at nokre andre tar på seg ansvar om å delta, for å sjølv kunne «forsvinne» litt i mengda. Diskusjonsspørsmåla blei først diskutert i mindre grupper, og der fungerte samtalen mellom studentane mykje betre, men likevel ikkje alltid like lett å få dei til å dele det dei har diskutert seg i mellom. Unntaket var kanskje ein 4-5 studentar som blei dei som alltid deltok aktivt i plenum. Diskusjonsspørsmåla var dei same som blei brukt i same seminar året før, der eg berre kopierte dei. Der skulle eg kanskje ha tatt å endra litt på nokre, ettersom eg etterkvart såg at nokre av spørsmåla blei enten litt for store eller for vage, og kanskje gjorde det vanskeligare å ville svare på dei eller kome med innspel i plenum. Dei spørsmåla som fungerte godt var når ein skulle relatere det aktuelle temaa til den første biten av førelesningane, om the Media Welfare State. Det var også lettare å få dei til å delta visst dei mindre gruppene fekk ansvar for å legge fram svaret på ei bestemt oppgåva tildelt før diskutering i plenum, og blei slik pålagt å komme fram med synspunkt og idear på eit spesifikt diskusjonsspørsmål.

Obligatorisk oppgåve var å skrive eit essay på 1000-1500 ord, om valfritt tema så lenge dei kunne relatere det til faget og bruke litteratur frå pensum. Denne oppgåva blei og brukt undervegs i løpet med å prøve å tenkje på korleis ein kunne skrive oppgåve om

dei ulike aktuelle temaa. Alle 27 leverte oppgåve innan fristen og fekk godkjent oppgåva.

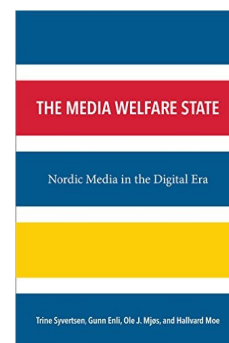
The University of Michigan Press | 2014

THE MEDIA WELFARE STATE

Nordic Media in the Digital Era

Trine Syvertsen, Gunn Enli, Ole J. Mjøs, and Hallvard Moe

[Read the book free on the web](#) [Latest news and presentations](#)



Statistical Appendix

DECEMBER 2016 | *Updated statistics and resources for further study*

Jessica Yarin Robinson, University of Oslo

Book Summary

Norway, Sweden, Denmark, Finland, and Iceland have earned an international reputation for creating societies that promote equality, openness, and a shared responsibility for the well-being of citizens. The Nordic Model refers to the range of political, social, and economic solutions offered by the national welfare state systems of the region – particularly within healthcare, education, the labor market, and family support. However, as this book argues, there is also a distinct Nordic approach in another area of society central to the common good, namely, media and communications. The Media Welfare State as constructed in the Nordic region rests on four pillars: *universal services, editorial freedom, a cultural policy for the media, and a tendency to choose policy solutions that are consensual and durable, based on consultation with both public and private stakeholders*. This book examines how these principles came to be, how they have shaped the mass dissemination of information and entertainment, and how they might be challenged or reinforced by a media system no longer constrained by page space, time of day, or national borders.

This appendix is designed to be a companion to the book. It provides updated figures on media use, industry trends, and public policy in the Nordic countries, as well as a summary of how this data fits into the book's key points on the Media Welfare State concept. In addition, resources provided here are intended to help students and researchers make their own international comparisons. Some country-to-

country comparisons can be made from the charts and graphs included in this appendix. However, much more information can be found by following the links to the original sources, where the reader can ask their own specific questions of the data. This appendix ends with a list agencies, research institutes, and industry groups that continually track how media and the ways we consume it are changing.

// ONE //

The Nordic Model and the Media Welfare State

Thanks to an early emphasis on universal literacy, newspapers in the Nordic region were able to proliferate despite relatively small populations and large geographic spaces. The democratic societies that grew out of this environment recognized the importance of the free press to society and laid the groundwork for policies and institutions that today make up the Media Welfare State. This chapter explains how this model came to be and examines the conditions that allow the Media Welfare State to continue to exist.

Social trust

(see book: p. 5)

The Nordic region has high social trust – that is, a shared belief that strangers will not harm or deceive you. The book cites a study (Delhey & Newton, 2005) in which researchers examined data from the World Values Survey. More recent figures are now available from this and its sister survey, the European Values Study. Social trust in the Nordic countries continues to be uniquely high and in fact it has increased compared with the 1990s surveys Delhey and Newton examined (although this is true of many other countries as well).

Country	Most people can be trusted (%)
1 Denmark*	76.0
2 Norway*	75.1
3 Netherlands	67.4
4 Finland*	64.7
5 China	63.1
6 Sweden	61.8
7 New Zealand	56.8
8 Switzerland*	55.4
9 Australia	51.8
10 Iceland*	51.4
11 Hong Kong	48.3
12 Germany	45.3
13 Yemen	40.4
14 Great Britain*	40.3
15 Estonia	40.1
16 Ireland*	38.9
17 Japan	38.8
18 Kazakhstan	38.3
19 Kyrgyzstan	38.0
20 Singapore	37.4
21 Austria*	36.8
22 Belarus	35.2
23 United States	35.1
24 Belgium*	34.6
25 Bahrain	34.2

World Values & European Values Surveys

In response to the question: "Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?"

Note: Countries that were not included in WVS Wave 6 or EVS Wave 4 are not ranked.

*Data for these countries come from the European Values Study, Wave 4, conducted between 2008 and 2010. All other data are from Wave 6 of the World Values Survey, conducted 2010-2014

Online analysis tools:
[World Values Survey](#)
[European Values Study](#)

Citations:
 WORLD VALUES SURVEY Wave 6 2010-2014 OFFICIAL AGGREGATE v.20150418. World Values Survey Association (www.worldvaluessurvey.org). Aggregate File Producer: Asep/JDS, Madrid SPAIN.

EVS (2016): European Values Study 2008: Integrated Dataset (EVS 2008). GESIS Data Archive, Cologne. ZA4800 Data file Version 4.0.0, doi:10.4232/1.12458

Likewise, surveys find high trust in the media. Europeans in general tend to put their highest trust in radio and television; this is also true in the Nordic countries, though at higher levels than anywhere else in Europe, according to the 2015 Eurobarometer. Three-fourths of people in Denmark and Sweden say they trust broadcast media (Norway and Iceland were not included in the survey.) A majority trust the written press as well. When it comes to the internet, however, Nordic citizens are more skeptical. Swedes in particular have very low trust in the internet and social media as media institutions.

See: European Commission - [Standard Eurobarometer](#) (under Reports, choose Media Use in the EU) ANNUAL REPORT
Nordicom/Eurobarometer - [Europeans' trust in press, radio, TV, the internet, and online social networks 2015](#) EXCEL

A 2016 survey by the Reuters Institute found more divergence between the Nordic countries on the subject of trust in *news* media. Respondents were asked if “you can trust most news most of the time.” While 65 percent in Finland were in agreement – the highest among countries surveyed – just under half in Norway and Denmark agreed. Further down the list, 40 percent of Swedish respondents agreed – roughly on par with Italy and Turkey, though above the United States and France.

See: Reuters Institute - [Digital News Report 2016](#) (see p. 25 for trust in news) PDF

'Most livable countries'

(see book: pp. 5-6)

The Nordic countries are perennial high-rankers in the U.N.'s Human Development Index, which takes into account health and well-being, access to knowledge, and standard of living. In the 2015 report, Norway again ranked No. 1, followed closely by Denmark. Sweden, Iceland, and Finland appear farther down the list, but all are what the U.N. Development Programme calls “very high human development” countries.

European surveys from Eurostat also show that levels of overall life satisfaction and financial satisfaction are not markedly different between people of different educational attainment in the Nordic region. These are indicators that media in the Nordic region serve a highly egalitarian, wealthy, and cohesive society.

See: United Nations - [Human Development Index \(HDI\)](#) ANNUAL REPORT
Eurostat - [Average rating of satisfaction by domain, sex, age, and educational attainment level](#) DATABASE

Human Development Index, 2015 (top 25 countries)

HDI rank	Country	Human Development Index (HDI)	Life expectancy at birth	Expected years of schooling	Mean years of schooling	Gross nat'l income (GNI) per capita
		Value 2014	(years) 2014	(years) 2014	(years) 2014	(2011 PPP \$) 2014
1	Norway	0.944	81.6	17.5	12.6	64,992
2	Australia	0.935	82.4	20.2	13.0	42,261
3	Switzerland	0.930	83.0	15.8	12.8	56,431
4	Denmark	0.923	80.2	18.7	12.7	44,025
5	Netherlands	0.922	81.6	17.9	11.9	45,435
6	Germany	0.916	80.9	16.5	13.1	43,919
6	Ireland	0.916	80.9	18.6	12.2	39,568
8	United States	0.915	79.1	16.5	12.9	52,947
9	Canada	0.913	82.0	15.9	13.0	42,155
9	New Zealand	0.913	81.8	19.2	12.5	32,689
11	Singapore	0.912	83.0	15.4	10.6	76,628
12	Hong Kong, China (SAR)	0.910	84.0	15.6	11.2	53,959
13	Liechtenstein	0.908	80.0	15.0	11.8	79,851
14	Sweden	0.907	82.2	15.8	12.1	45,636
14	United Kingdom	0.907	80.7	16.2	13.1	39,267
16	Iceland	0.899	82.6	19.0	10.6	35,182
17	Korea (Republic of)	0.898	81.9	16.9	11.9	33,890
18	Israel	0.894	82.4	16.0	12.5	30,676
19	Luxembourg	0.892	81.7	13.9	11.7	58,711
20	Japan	0.891	83.5	15.3	11.5	36,927
21	Belgium	0.890	80.8	16.3	11.3	41,187
22	France	0.888	82.2	16.0	11.1	38,056
23	Austria	0.885	81.4	15.7	10.8	43,869
24	Finland	0.883	80.8	17.1	10.3	38,695
25	Slovenia	0.880	80.4	16.8	11.9	27,852

Source: [Human Development Index: 2015 Report](#)

Note: Authors of the HDI caution against comparing reports published in different years because of frequent data revisions and changes in methodologies. This means that a country's change in rank from one report to the next may not be accurate reflection of their "true" change in rank (Denmark, for example, has fluctuated frequently). Refer instead to Table 2 in the most recent report, which shows how each country's rank has changed over time in real terms.

// TWO //

Media Use

User patterns of print, broadcast, and digital media help reveal how the Media Welfare State plays out in the lives of citizens. Traditionally, the Nordic countries have exhibited high rates of newspaper readership and use of public service broadcasting. Avid media consumption persists into the 21st century, though the platforms are changing. People in the Nordic region are interested in global sources of information and entertainment, threatening to undermine support for long-standing national media products. Nevertheless, some familiar patterns appear to be holding.

MEDIA USE | KEY SOURCES USED IN THIS CHAPTER

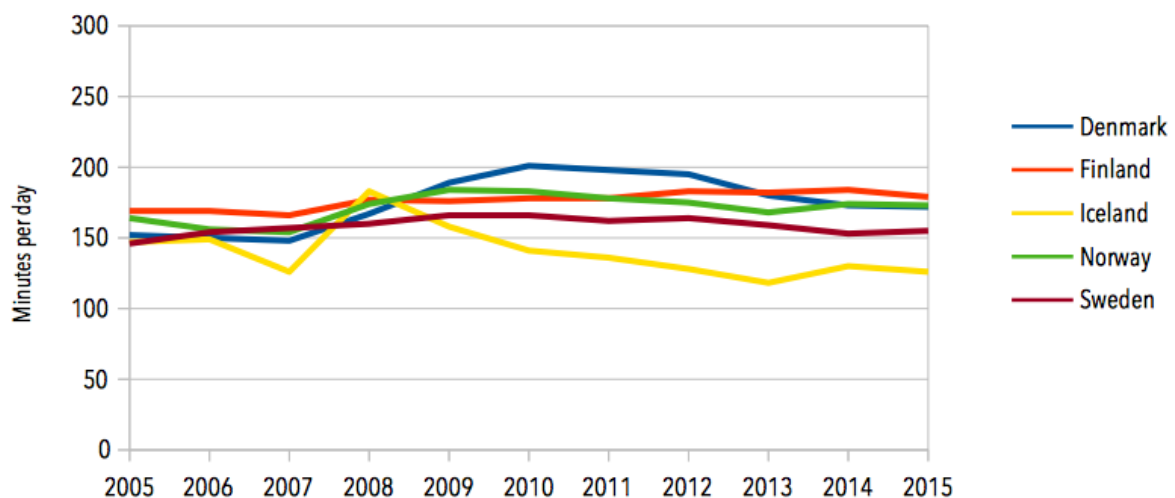
NORDICS	Nordicom – Media Statistics DATABASE
EUROPE	Eurostat – Database on cultural participation DATABASE European Commission – Eurobarometer ANNUAL REPORT
WORLDWIDE	Reuters Institute – Digital News Report (selected countries) ANNUAL REPORT

Television

(see book: p. 26)

People in the Nordic region have traditionally watched less television than their European and North American neighbors. Still, their consumption of television grew steadily over the last couple of decades, accelerated more recently by the digitization of terrestrial broadcast. Between 2005 and 2010, Danes added almost an hour to their daily viewing schedule.

Daily TV viewing time, 2005-2015



Source: Nordicom: "Total daily TV viewing time 2005-2015 (minutes)"

But the rise only went so far. Sweden, Finland, Denmark, and Austria were the only four countries with national viewership averaging under three hours a day in 2014, according to a report by the European Audiovisual Observatory (the report does not include Norway or Iceland.) Sweden had the lowest overall television viewing.

See: European Audiovisual Observatory – [Measurement of Fragmented Audiovisual Audiences](#) (see Tables 2, 5, 6) PDF

More recently, there has been another change: a decline in viewership, at least in some demographics. Among Danish youth ages 15-24, television viewership declined by 50 percent – amounting to an hour a day – between 2011 and 2014.

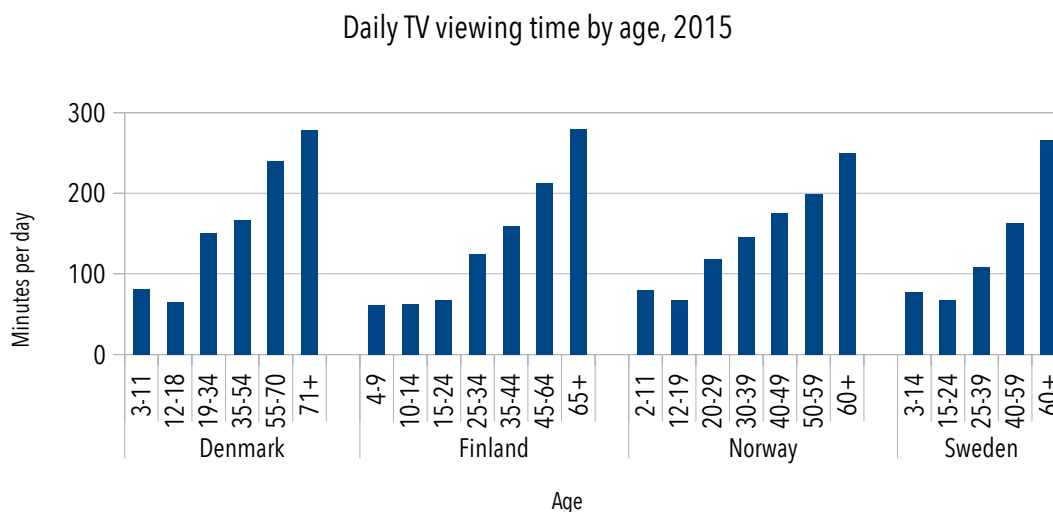
The trend is more pronounced in the Nordic region, but this reflects a larger trend in Europe. Television viewing in many countries is starting to plateau. While older viewers are watching more, younger viewers in many parts of Europe are devoting less of their time each day to traditional TV. However, they may be replacing – or more than replacing – TV watching with use of on-demand video services like Netflix. (This is discussed further in the section on streaming.)

See: Nordicom - [Daily TV viewing time by age 2005-2015](#) EXCEL

Nordicom - [Report on news media consumption in Denmark](#) WEBPAGE

Nordicom - [Media Trends in the Nordic Countries No. 1, 2016 \(April\)](#) (see p. 4) PDF

European Audiovisual Observatory - [Origin and availability of TV services in the European Union](#) (see p. 75) PDF



Source: Nordicom: "Daily TV viewing time by age 2005-2015"

Nevertheless, television continues to function as an important information source. Although the web has overtaken television as the news platform with the largest reach, people in Denmark, Finland, and Sweden – as in other European countries – prefer to get most of their news on *national political* matters from television, according to the 2015 Eurobarometer (Norway and Iceland are not included).

See: European Commission - [Eurobarometer](#) (under First Results, choose Annex) ANNUAL REPORT

Overall, national surveys in Sweden, Norway, and Finland, find news news is the most popular television genre. This is true even among the 25-34 age group in Norway and the 25-44 age group in Sweden. (In Denmark, surveys find television drama generally outpaces news and current affairs.)

See: Nordicom - [Sweden: Viewing of different program categories 2015](#) (lang: Swedish) EXCEL

Statistics Norway - [Norsk Mediebarometer 2015](#) (see Tabell 36, p. 56) PDF

Statistics Denmark - [Viewing time \(share in percent\) by channel and type of program](#) DATABASE

Statistics Finland - [Table 5.23 - Breakdown of total viewing time by type of programme 2000-2015](#) DATABASE

TELEVISION USE | ADDITIONAL RESOURCES

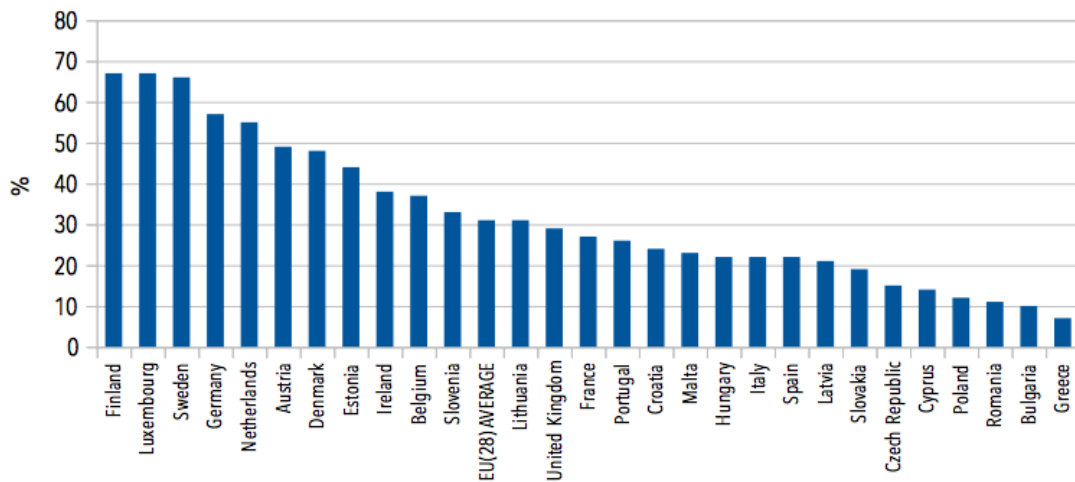
NORWAY	MediaNorway – Total TV viewing the average day DATABASE
	Kantar TNS/ComScore – Interactive data (lang: Norwegian) DATABASE
	Kantar TNS – Annual reports on TV viewing in Norway (lang: Norwegian) ANNUAL REPORT
SWEDEN	MMS – Media Measurements Yearly Reports (lang: Swedish) ANNUAL REPORT
DENMARK	DR – Media Development ANNUAL REPORT
	Kantar Gallup – Danish Readership Survey QUARTERLY REPORT
FINLAND	Finnpanel – Television and radio use in Finland ANNUAL REPORT

Newspapers

(see book: p. 26)

Print news has long held a central role in the public sphere of the Nordic countries, where reading the daily paper is practically a cultural expectation. Even though today the written press is no longer the leading source of news, the Nordic countries continue to stand out for their relatively high rates of newspaper reading.

Daily readership of the written press, 2015

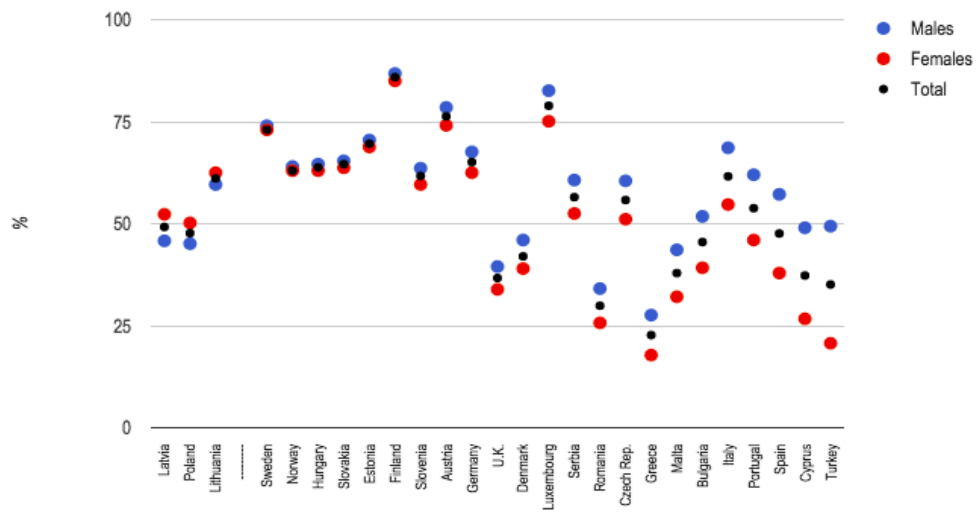


Source: Eurobarometer via [Nordicom: "Use of written press, radio, TV, the Internet and online social networks in the European Union 2015 \(Autumn\)"](#)

Newspaper consumption in the Nordic region continues to follow egalitarian patterns, despite declines. Readership – both in print and online – is not very different between men and women or across education levels. Norwegian data even show that as readership drops, these drops occur at about the same rates among men and women.

See: Statistics Norway – [Percentage newspaper readers and daily reading time by sex, age, and education](#) DATABASE

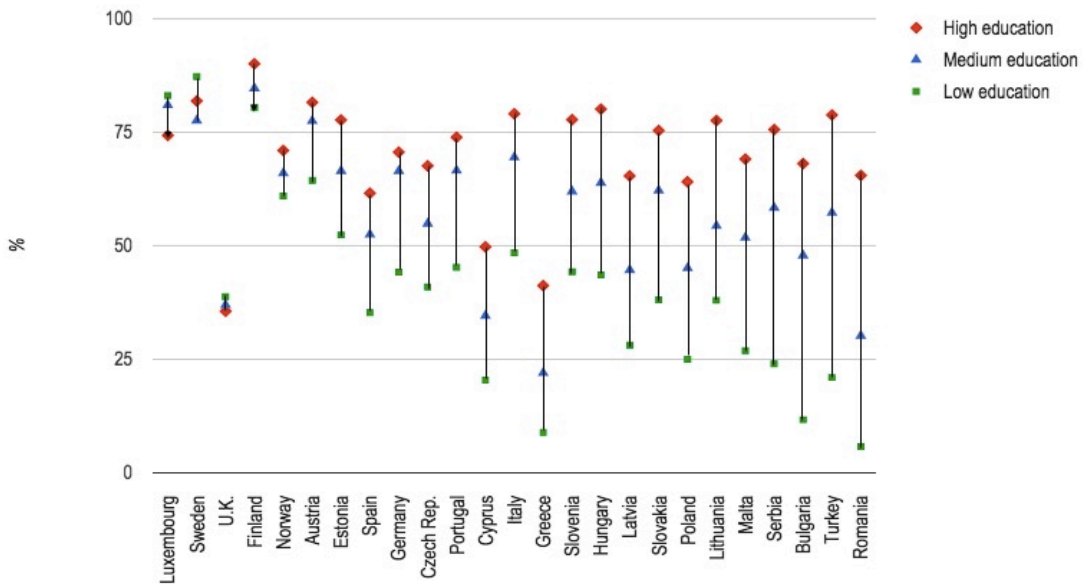
Gender gap in percent of people who read a newspaper daily, 2011



Sources: [Statistics Norway](#), [Mediabarometer \(Sweden\)](#), [Statistics Denmark](#), [Eurostat](#)

The line between Lithuania and Sweden represents complete equality between sexes. Countries to the left of the line have higher readership rates among women. Countries to the right of the line have higher readership rates among men. Note: This survey does not ask respondents to distinguish between online and print newspapers.

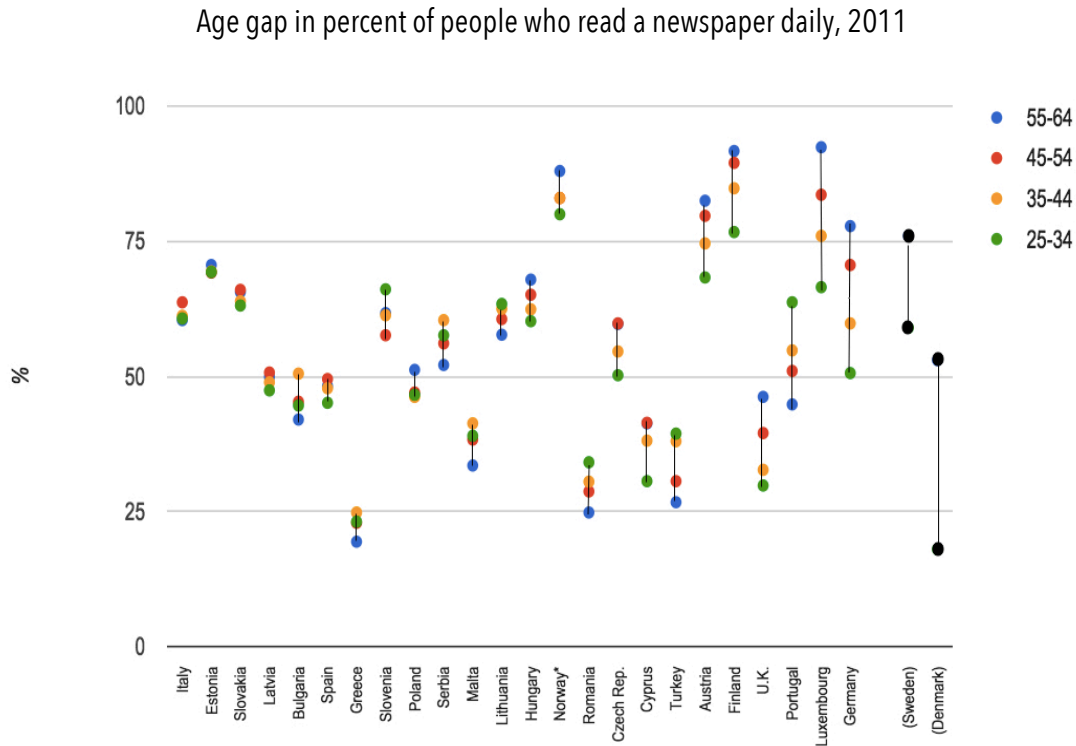
Education gap in percent of people who read a newspaper daily, 2011



Sources: [Statistics Norway](#), [Mediabarometer \(Sweden\)](#), [Eurostat](#)

The black lines indicate the range between those who read papers the most and the least. In some countries, including Sweden, lower education levels are associated with higher levels of newspaper reading. Note: This survey does not ask respondents to distinguish between online and print newspapers.

However, there is a wider gap between different age groups when it comes to newspaper use. The difference is more pronounced in the Nordic countries than in parts of eastern and southern Europe, even though young people in Finland, Sweden, and Norway still read newspapers at relatively high rates.



*Norway's upper age range goes to 66.

Sources: [Statistics Norway](#), [Nordicom](#) (Sweden), [Statistics Denmark](#), [Eurostat](#)

Note: National surveys on newspaper use in Denmark and Sweden separate age demographics into different groupings than in the other countries. The upper and lower age groups are included here so that the gap between ages can be roughly compared with other countries. For Denmark, the lower age group is 20-20 and the upper is 50-59. For Sweden, the lower age group is 25-44 and the upper is 45-64. Denmark's data is from 2012. This survey does not ask respondents to distinguish between online and print newspapers.

The age gap is especially notable in print versions – an important trend because print is still the biggest source of advertising revenue for most newspapers. Fewer than half of people under 40 in Norway, Sweden, and Denmark pick up a paper every day. Compared with newspapers, television, radio, and the web now have a wider reach than print in all but Finland, where radio still lags behind print, according to the Reuters Institute's 2016 Digital News Report.

See: Reuters Institute – [Digital News Report](#) ANNUAL REPORT

Daily reach of print newspapers, 2014 (%)

Denmark (%)	Finland (%)	Norway (%)	Sweden (%)
<i>All</i> 45	<i>All</i> 66	<i>All</i> 49	<i>All</i> 54
<i>Sex</i>			
Men 46	Men n/a	Men 47	Men 51
Women 44	Women n/a	Women 50	Women 56
<i>Age</i>			
12-18 26	12-19 45	9-15 15	9-14 18
19-34 31	20-24 45	16-24 26	15-24 27
35-54 39	25-29 45	25-44 40	25-44 37
55-70 61	30-34 48	45-66 68	45-64 63
71+ 68	35-39 56	67-79 82	65-79 79
	40-44 65		
	45-49 71		
	50-54 76		
	55-64 80		
	65+ 84		

Source: [Nordicom \(Denmark, Norway, Sweden\)](#), [Nordicom \(Finland\)](#)

NEWSPAPER USE | ADDITIONAL RESOURCES

Eurostat – Daily newspaper readership [total](#), [by age](#), [by sex](#), [by education level](#) DATABASE

Statistics Denmark – [Newspaper readership](#) DATABASE

Statistics Finland – [Mass Media Statistics](#) DATABASE

Statistics Norway – [Media Barometer](#) DATABASE, ANNUAL REPORT

Nordicom – [Sweden's Media Barometer](#) ANNUAL REPORT

See Chapter 3 for more on the press and digital adaptation.

Digital infrastructure

(see book: pp. 27-28)

With each new mass communication medium, the Nordic states have taken a strong hand in establishing the necessary infrastructure. The principle of universalism that applied to telephone wires and broadcast towers was extended to fixed and mobile broadband internet. The Nordic countries are now some of the most technologically equipped in the world, according to several annual rankings. More than 90 percent of households in Norway, Finland, Denmark, and Sweden have internet access, achieving near-universal connectivity.

See: Eurostat – [Internet Connectivity](#) MAP

Table 2.1 on page 28 of the book shows how the Nordic countries compare in international indices of technological advancement. The World Economic Forum's Networked Readiness Index assesses business environment, infrastructure, policy, usage, and social factors in over 130 countries. Norway, Sweden, and Finland regularly congregate at the top of the list, although Finland has been knocked out of its No. 1 spot by Singapore. Denmark and Iceland also rank high.

See: World Economic Forum – [Networked Readiness Index](#) ANNUAL REPORT

Another measurement of information societies is the International Telecommunication Union's ICT Development Index. This annual study examines the progress made in 180 countries in expanding digital access, use, and the technological competence of the population. The Nordic countries consistently rank in the top 10. (While not the only factor, it's worth noting that the ITU awards more points to countries with high numbers of fixed telephone subscriptions – that is, landlines. This number has been dropping in the Nordic countries, as in many parts of Europe and North America, as people “cut the cord” and use only a mobile phone.)

See: International Telecommunication Union – [ICT Development Index](#) ANNUAL REPORT

Internet in the Nordic countries is both plentiful and fast. One frequently cited measurement of internet speed is a quarterly analysis the U.S.-based company Akamai does of its worldwide networks. Norway, Sweden, and Finland rank in the top 10 countries on average connection speed. Other countries with high internet speeds include South Korea (consistently No. 1), Hong Kong, Japan, Latvia, the Netherlands, Switzerland, Czech Republic.

See: Akamai – [State of the Internet/Connectivity](#) QUARTERLY REPORT

Use of online media

(see book: p. 31-33)

Thanks to almost universal connectivity and widespread technological adoption by citizens, the Nordic countries have experienced a huge shift toward digital media. Readers and viewers are now reaching the traditional Nordic media institutions on new platforms, blurring the previous distinctions between “broadcast” and “print.” Surveys of Sweden and Finland show the internet – including social media – overtook television around 2013 as the mostly commonly used platform for news, according to the Reuters Institute.

See: Reuters Institute – [Digital News Report](#) ANNUAL REPORT

Percent of individuals who use the internet daily, 2015

	Country	(%)
1	Iceland*	94
2	Luxembourg	92
3	Norway	89
4	Denmark	87
5	Finland	85
6	Netherlands	85
7	United Kingdom	83
8	Sweden	82
9	Estonia	77
10	Germany	75
11	Belgium	73
12	Malta	69
13	Austria	68
14	France	68
15	Ireland	67
16	Latvia	66
17	Spain	64
18	Cyprus	63
19	Czech Republic	63
20	Hungary	63
21	Italy	62
22	Slovenia	61
23	Croatia	60
24	Macedonia	60
25	Slovakia	60
26	Lithuania	56
27	Greece	55
28	Portugal	55
29	Poland	52
30	Bulgaria	46
31	Turkey	40
32	Romania	37
	EU (28) average	67

Source: [Eurostat: Internet use and activities](#)

*Iceland data are from 2014

Percent of individuals who read news online in the last 3 months, 2015

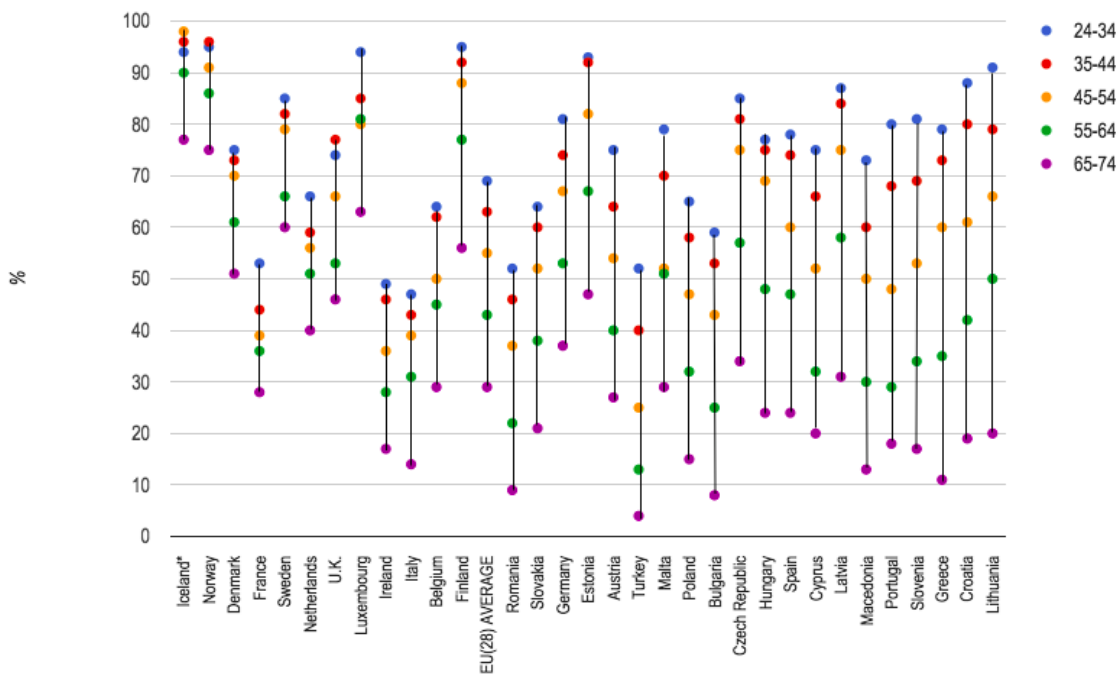
	Country	(%)
1	Iceland*	93
2	Norway	90
3	Finland	84
4	Luxembourg	82
5	Estonia	80
6	Sweden	76
7	Czech Republic	70
8	Latvia	69
9	Lithuania	67
10	Denmark	66
11	United Kingdom	65
12	Germany	63
13	Spain	62
14	Croatia	62
15	Hungary	62
16	Malta	61
17	Greece	57
18	Cyprus	57
19	Austria	57
20	Slovenia	56
22	Netherlands	55
26	Portugal	53
27	Macedonia	53
28	Belgium	52
29	Slovakia	51
30	Poland	47
31	France	42
32	Bulgaria	40
33	Ireland	38
34	Italy	37
35	Romania	37
36	Turkey	36
	EU (28) average	54

Source: [Eurostat: Internet use and activities](#)

*Iceland data are from 2014

Yet digital media consumption still follows a familiar Nordic recipe. The gaps between men and women and between people with different education levels are low. Age is still a factor; younger people are much more likely to have read news online than those in older age brackets. Even so, the distinction between ages in the Nordic region is narrower than in most other European countries.

Age gap in use of the internet to read news, 2015



*Iceland data are from 2014

Source: [Eurostat](#)

Note: These figures show the percentage of the population who say they used the internet to read news over the *previous three months*. For more information, see the 2015 Eurostat [questionnaire](#).

Traditional Nordic media institutions have met users in this new online environment. Yet here, they find themselves in a competition on an international scale. The top websites in the Nordic countries are the same as in the rest of the world: Google, YouTube, Facebook, and Wikipedia. According to Alexa, an arm of Amazon that tracks web traffic, national broadcasters and newspapers typically run the next most popular websites.

See: Alexa - [The 500 Top Sites on the Web, By Country](#) WEBSITE

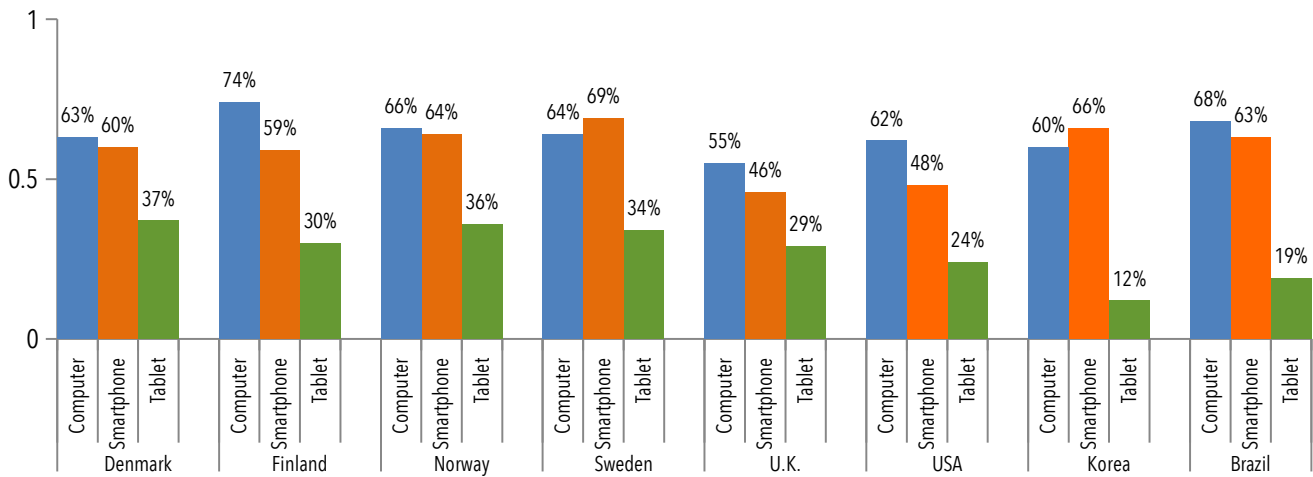
Use of mobile online media

Smartphones allow digital media to be accessible at almost any moment in daily life. In the Nordic region, these devices are omnipresent. By 2015, 85 percent of Norwegians said they had access to a smartphone.

See: Statistics Norway - [Norwegian Media Barometer](#) DATABASE

Like previous advancements in media technology, mobile devices have become a platform for entertainment, but they are also changing the way people consume news. Smartphones surpassed computers in Sweden in 2016 as the device used most often to access online news.

Top devices for online news, 2016
selected countries



Sources: Reuters Institute via [Nordicom: "Top devices for online news 2016 in Denmark, Finland, Norway and Sweden"](#)

DIGITAL MEDIA | ADDITIONAL RESOURCES

The World Bank - [Global development data](#) DATABASE

Eurostat - [Online news reading reading](#) DATABASE

Eurostat - [Internet use and activities](#) DATABASE

Nordicom/Eurobarometer - [Internet users' preferred platforms/services for accessing content online 2016](#) PDF

Nordicom - [News media consumption in Denmark summary](#) WEBPAGE

Internet Foundation in Sweden (IIS) - [Swedes and the Internet \(2015 Report\)](#) ANNUAL REPORT

Social media

(see book: p. 34)

Digital media of course are not just a one-way conveyor belt of information. They give audiences the opportunity to respond to what they are seeing, as well as to each other. People in the Nordic region have been eager adopters of social media, with surveys finding the vast majority of citizens have a Facebook profile. While social media play a larger role in how people get their news, social media users in the Nordic region remain skeptical of these platforms as media institutions. Twenty-two percent of Swedes say they trust the internet, but only 8 percent said they trust social networks.

See: Nordicom/Eurobarometer - [Europeans' trust in press, radio, TV, the internet, and online social networks 2015](#) EXCEL

The internet has not been embraced uniformly in the Nordic countries as virtual public square. Eurostat finds people in Denmark and Sweden are above the European average for posting on civic issues (self-reported), while those in Finland and Norway say they comment far less.

See: Eurostat – [Internet use: Participating in social networks](#) DATABASE

Eurostat – [Internet Use: Posting opinions on political or civic issues](#) DATABASE

SOCIAL MEDIA | ADDITIONAL RESOURCES

NORWAY	Ipsos – Social Media Tracker (lang: Norwegian) QUARTERLY REPORT
	Norwegian Media Authority – Children and Media (lang: Norwegian) ANNUAL REPORT
SWEDEN	Nordicom – Social Media reports WEBSITE
DENMARK	Sosialemedier.dk – Social Media in Denmark (lang: Danish) ANNUAL REPORT

Online purchases

(see book: p. 33)

High social trust, plus technological competence, plus access have made the Nordic countries avid users of the web for banking and shopping. In Norway and Sweden, more than half the population has bought something off the internet in the last three months. Denmark is even higher, ranking only below the United Kingdom, where three-fourths of the population shops online. Online purchases are less common among older people, but Scandinavians between 55 and 74 shop online more than those in most parts of Europe. According to Eurostat, the most common online purchases in Scandinavian countries are travel, tickets to events, and films, music and books.

See: Eurostat – [Internet purchases by individuals](#) DATABASE

Streaming video

In early 1980s, people sitting down to watch television in the Nordic countries would mainly see the same thing. The public service broadcasters had a monopoly on the airwaves and television consumption was unifying, if not particularly diverse. Those days are long gone. Young people in the Nordic region are dumping linear television in favor of streaming services and video-on-demand in high numbers. In 2016, one in three Swedes had a Netflix subscription, according to the country's media measurement organization. Norwegians meanwhile spent more money than anyone else in the world on streaming television subscriptions. (This is discussed further in Chapter 4.)

See: MMS – [En av tre har Netflix](#) (lang: Swedish) ARTICLE

Aftenposten – [Nordmenn bruker mest penger på strømme-TV](#) (lang: Norwegian) ARTICLE