[**https://doi.org/10.3390/educsci9030173**](https://doi.org/10.3390/educsci9030173)

* **APA**

Sidiropoulos, E., Vryzas, N., Vrysis, L., Avraam, E., & Dimoulas, C. (2019). Growing media skills and know-how in situ: Technology-enhanced practices and collaborative support in mobile news-reporting. *Education Sciences*, *9*(3), 173.

It soon became clear that mojo could be useful for professionals as well, especially in cases of live reporting and broadcasting, where its flexibility and portability make it much more appealing than traditional newsroom mobile workstations and bigger crews

The paper explores the impact of mobile learning on journalistic practices and the attitudes of future journalists towards the specialized technology used in education for context courses on a mass media curriculum.

More specifically, the hypotheses besides the conducted research were that a strong percentage of (traditional) journalists/reporters:

RH1: Are familiar with the idea of using their smartphones for content creation, editing, and sharing, and they would be willing to make use of a framework that supports them in such tasks.

RH2: Do not have the skillsets and know-how to fully exploit contemporary digital technologies in their every-day (media) work, nor do they have in-depth knowledge of the content production and management capabilities of smartphones and generally mobile devices (i.e., proper capturing, time-, location-, and context-aware tagging) to deploy them in favor of their news-reporting and publishing tasks,

RH3: Are willing to develop their skills without supplementary training, following an on-the-work learning procedure.

RH4: Can provide valuable feedback during the implementation of a dedicated mojo system, which, apart from the newly offered services, would also provide digital literacy support, both for the involved operations and for broader media processes.

Based on the above hypotheses, the research questions that were investigated are as follows:

RQ1: What are the various problems, issues, and challenges that mobile journalism is facing nowadays?

RQ2: What are the technological and functional capabilities of mobile devices/applications and their impact on the corresponding reporting needs? Are journalists (and generally targeted users) aware of those features and the associated technological capacities?

RQ3: Are the targeted users (students and citizen-/professional-journalists) interested in such applications and willing to participate in their development, thus shaping their main functional attributes? Are they interested in developing their media skills while making use of technological capabilities?

RQ4: What is the impact of the provided services as technology-enhanced learning resources for supporting both newly launched utilities and broader media processes or practices?

The main goal of the MoJo-MATE platform is to improve the quality of mojo stories and implement the complete workflow of a newsroom, working within this framework is expected to improve users’ new media capabilities.

The outcomes of our present research support our initial research hypotheses. Modern journalists are familiar with smart mobile phones and are willing to use them more intensively in the future for content creation. However, most of them feel unconfident about creating quality content, especially audio–visual creation. They favor in situ learning, which is provided by the MoJo-MATE platform through collaboration and in-application intelligent recommendations. The framework and the application that we presented had positive feedback, and the comments, objections, and recommendations we gathered were valuable and very productive. Our research team intends to take them all into account for the development of the next versions of the platform so that it can suit their needs before it is provided to a broader journalistic audience