Studies in Communication Sciences 25.3, (2025), pp. 163–164

Editorial

Philipp Bachmann*, Lucerne University of Applied Sciences and Arts, Institute of Communication and Marketing, Switzerland
Thilo von Pape, University of Fribourg, Department of Communication and Media Research DCM, Switzerland

*Corresponding author: philipp.bachmann.01@hslu.ch

Dear SComS readers,
We are pleased to introduce the third issue of 2025, featuring two research articles in our *General Section* and two contributions in our *Community Section*.

In the *General Section*, we are particularly pleased to feature two contributions originating from the French-speaking part of our scholarly community—France and Quebec. This focus also reflects the journal's mission: situated at the crossroads of the German-, French-, and Italian-speaking worlds, SComS is committed to representing and connecting communication research across linguistic regions. We believe that such exchange across language areas greatly enriches communication studies.

The *Community Section* also demonstrates the vitality of our scholarly community. It features the dissertation summary by Kiran Kappeler, who received the 2025 *Dissertation Award* from the *Swiss Association of Communication and Media Research* (SACM). In addition, Sabrina Kessler provides nuanced insights into the role of generative artificial intelligence in students' everyday academic work at the University of Zurich.

Moreover, this issue marks the launch of the redesigned SComS website. The new design brings the online presence and the layout of the print edition into closer alignment, creating a more coherent and elegant overall appearance. We invite you to explore the four contributions in detail and to discover the journal's renewed digital identity.

General section

The *General Section* opens with "Who produces scientific information in Quebec? Analysis of the profiles of science journalists in 2023" by Fábio Henrique Pereira and Maxime Bilodeau (Université Laval, Canada). Drawing on a survey of thirty-nine science journalists, the authors offer an updated portrait of this specialized segment positioned between scientific expertise and public communication. Their findings reveal a highly educated and predominantly female group marked by precarious employment conditions and diverse role orientations. Most respondents view themselves primarily as conduits translating scientific knowledge for non-specialist audiences, while also embracing secondary functions such as agenda-setters, watchdogs, connectors, and entertainers. The study advances ongoing debates on the mediatization of science and the evolving professional boundaries between journalism and research communication.

The second article, *"Beyond the discipline, beyond the institution: The outward reach of French Information and Communication Sciences (SIC)"* by Angeliki Monnier (Université de Lorraine, France), quantifies and analyzes how editorial collaborations contribute to defining the disciplinary and international identity of French SIC. Drawing on data from collective publications coordinated by the *Conférence Permanente des Directeurs d'Unités de Recherche en Sciences de l'Information et de la Communication* (CPDirSIC) between 2012 and 2018, the study explores the field's external interdisciplinarity and its international connections. Monnier finds that collaborations predominantly occur within French-speaking contexts, indicating that linguistic proximity continues to shape and constrain the global circulation of communication research. The article contributes to broader reflections on the geography of

https://doi.org/10.24434/j.scoms.2025.03.7050

knowledge and the linguistic infrastructures that underpin interdisciplinarity—revealing how language can function simultaneously as a bridge and a boundary in academic exchange.

Community section

The Community Section turns from institutions to individuals and their everyday negotiations with technology and learning. In her dissertation summary, *"How individuals in Switzerland negotiate their everyday digital technology use,"* Kiran Kappeler (University of Copenhagen, Denmark) examines how internet users manage digital risks such as dataveillance, algorithmic bias, and the pressures of constant connectivity. Using a mixed-methods approach that combines representative surveys and qualitative interviews, she demonstrates that individuals actively develop self-help strategies, privacy practices, and even forms of digital resistance to cope with these challenges. The study deepens our understanding of digital inequalities and individual agency in a highly datafied society, offering empirical evidence that can inform policies aimed at promoting digital inclusion.

In her research note "*Students and ChatGPT: Insights from the University of Zurich," Sabrina H. Kessler* (University of Zurich, Switzerland) explores how generative artificial intelligence has become embedded in students' academic routines. Drawing on survey data from 446 students, she finds that ChatGPT is widely used for summarizing, proofreading, and brainstorming, while perceptions of its educational value remain ambivalent. Frequent users tend to view the tool more positively, whereas others voice concerns about reliability, privacy, and excessive dependence. Kessler's findings portray a student body negotiating a delicate balance between cognitive assistance and intellectual autonomy—an evolution emblematic of broader transformations in academic communication and authorship.

We hope that you will enjoy reading this issue.

Philipp Bachmann and Thilo von Pape