

Graduate qualities and journalism curriculum renewal: Balancing tertiary expectations and industry needs in a changing environment

Final Report 2014

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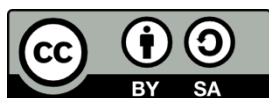
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Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



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2014

ISBN 978-1-74361-413-6 [PRINT]
ISBN 978-1-74361-414-3 [PDF]
ISBN 978-1-74361-415-0 [DOCX]

Acknowledgements

- To the journalists, editors, news directors, editorial trainers and other members of the Journalism profession who agreed to participate in the interviews, thank you.
- Thank you also to the Journalism educators who agreed to share their experience and thoughts on the current state of Journalism education in Australia.
- Emily Duncan, for undertaking the initial literature review and preliminary data gathering regarding the structure of Australian journalism programs.
- John Burfitt, for conducting additional interviews.
- Emilija Tanner and Victoria Wilde for transcribing interviews.

List of acronyms used

AAP	Australian Associated Press
ABC	Australian Broadcasting Corporation
ACP	Australian Consolidated Press
ACU	Australian Catholic University
AJA	Australian Journalists Association
ALTC	Australian Learning and Teaching Council Ltd
AQF	Australian Qualifications Framework
BA	Bachelor of Arts
B Comm	Bachelor of Communication
BIJ	British Institute of Journalists
BJ (or B Jour)	Bachelor of Journalism
CAE	College of Advanced Education
CNG	Community Newspaper Group
CQU	CQ University
EA	Enterprise Agreement
EBA	Enterprise Bargaining Agreement
ECU	Edith Cowan University
FCN	Fairfax Community Newspapers
Grad. Cert.	Graduate Certificate
Grad. Dip.	Graduate Diploma
HESP	Higher Education Standards Panel
JCU	James Cook University
JEAA	Journalism Education Association of Australasia
JTB	Journalism Training Board (New Zealand)
KC	Kings Counsel
MA	Master of Arts
M Comm	Master of Communication(s)
MJ (M. Jour)	Master of Journalism
M Media	Master of Media
MEAA	Media Entertainment and Arts Alliance
NCTJ	National Council for the Training of Journalists
NUJ	National Union of Journalists
NZJTO	New Zealand Journalism Training Organisation
OLT	Australian Government Office for Learning and Teaching
OUA	Open Universities Australia
PMA	Published Media Award
QUT	Queensland University of Technology
RD (RDA)	Regional Daily Award
RMIT	RMIT University
SBS	Special Broadcasting Service
SCU	Sunshine Coast University
TAFE	Technical and Further Education
TEQSA	Tertiary Education Quality & Standards Agency
UoW	University of Wollongong
UniSA	University of South Australia

UNSW	The University of New South Wales
UQ	The University of Queensland
USQ	University of Southern Queensland
USyd	The University of Sydney
UTas	University of Tasmania
UTS	University of Technology, Sydney
UWA	The University of Western Australia
UWS	University of Western Sydney
WAN	West Australian Newspapers
WARN	West Australian Regional Newspapers

Executive Summary

This project explores the attitudes of universities and media organisations towards journalism curriculum renewal. In part, the project is inspired by an apparent schism that exists between some journalists and editors on the one hand, and journalism academics on the other regarding the role of journalism training and education, specifically, where it should most appropriately be taught – in-house, that is by the media organisation, within a university environment, or elsewhere. This project provides the first comprehensive analysis of the journalism education sector in Australia to consider the question of curriculum renewal and the relationship between universities and industry on a national scale. The timing of this project was fortuitous, given the impact of technological innovation and economic restructures on journalism worldwide and the consequent impact of these changes on the following questions:

- (1) What is a journalist?
- (2) What skills are required to become a journalist?
- (3) How can those skills be acquired or developed?

This project addresses these questions and begins the development of a shared language of curriculum renewal in the journalism education sector and between industry and the sector. In conducting this study, the researchers conducted a series of interviews with senior journalists, editors and industry trainers, as well as with Journalism educators. The survey questions are included in Appendix A. Ethics clearance for the project was obtained through the University of Wollongong (see Appendix B).

The project's findings can be summarised as follows:

- 1: Interviewees (both industry and academic) agreed that there was a key role for universities in providing both an educational background and skills-based training for people contemplating a career in Journalism and early career journalists.
- 2: Not surprisingly – given the debate that provoked this study - there was some disagreement, both between industry and academe and within the two sectors, as to what the ideal university-based Journalism program should consist of. In part this discussion boiled down to a debate about whether university-based degrees should be generalist in nature, or journalistic; theory-oriented or practical in nature?
- 3: The difficulty in resolving this debate is highlighted by an analysis of the various undergraduate degree programs on offer. The study found that there was a wide range of offerings available, with considerable differences in structure even between dedicated Bachelor of Journalism degrees, or similarly named programs.
- 4: Industry does not appear to have much insight into the structure of the programs on offer, even within their home states, or that they cannot necessarily agree on what should be taught (either in terms of practical subjects or theory). There was agreement, however, that industry and universities need to work more closely, with a belief that industry could have broader input into program design and revitalisation.

5. The journalism and media industry has undergone major structural change due to the introduction of new digital technologies, this rapid, fast-paced change is notable in many industries but is acute in the media sector and therefore demands a particularly responsive and adaptable curriculum for journalism education.

6. The demands of industry and of journalism educators for continual renewal in journalism education courses are matched with an ongoing debate about academic standards within the Australian higher education sector which requires all university degrees to rigorously map learning outcomes against agreed upon national standards.

7. This report argues for a “**relational approach**” to standards enforcement and curriculum renewal. This is one which constantly stresses the need to map and evidence the relationships between, generic attributes and disciplinary capabilities; the relationship between skills and knowledge and their application; the relationships between disciplinary communities, professional bodies and industry; the relationship between macro course structure and micro subject design.

Deliverables

1. A framework for curriculum renewal based on this relational approach to negotiating disciplinary standards and curriculum design is outlined in Chapter 6 of this report.
2. It includes a new mapping of journalism disciplinary standards which integrates a unique approach to threshold standards, learning outcomes and graduate qualities.
3. The team has presented papers at conferences and seminars in Europe, Melbourne and Western Australia based on our findings. An additional paper will be presented at the JEAA conference in Queensland in December 2013.
4. We have a number of journal articles in preparation.

Recommendations

- (1) That this team and the Journalism Education Association of Australia (JEAA), OLT funded, disciplinary standards team continue to consult with journalism educators in the lead-up to the JEAA Annual Conference in December 2013
- (2) That this joint group produce a resource web site that clearly :
 - a. outlines the diversity of courses on offer throughout Australia;
 - b. provides resources for designing a standards based journalism education curriculum;
 - c. provides an ongoing repository for case studies in curriculum innovation.
- (3) While individual universities have good working relationships with industry these are often individual not institutional relationships. It is proposed, therefore, that JEAA establish a working party comprising senior industry people, Journalism educators, and representatives of the Media Entertainment and Arts Alliance (MEAA) to

produce a comprehensive strategy for co-operation and interaction between the academy and industry across the lifecycle of journalism careers, including initial training and ongoing career development.

Table of Contents

Acknowledgements.....	2
List of acronyms used	3
Executive Summary.....	5
Tables and Figures	9
Tables.....	9
Figures	9
Introduction	10
Chapter 1.....	13
Chapter 2.....	21
Chapter 3.....	39
Chapter 4.....	57
Chapter 5.....	82
Chapter 6.....	96
Chapter 7.....	106
Case study in renewal	133
Conclusions	136
References and Bibliography	139

Tables and Figures

Tables

- 1.1: Background data from survey participants
- 1.2: Questions 1-6
- 1.3: Questions 7-10
- 1.4: Questions 11-18
- 1.5: Questions 19-23
- 1.6: Questions 24-28
- 2.1: Structure and content of early international programs compared
- 2.2: History of cadetships in Australia
- 2.3: Whyte's proposed degree structure
- 3.1: ABC Training Program – Week 1
- 3.2: ABC Training Program – Week 2
- 3.3: Cadet Salaries
- 4.1: Universities that claim to prepare graduates for careers in journalism
- 4.2: Journalism degrees by title, university and ATAR
- 4.3: Program marketing descriptors – undergraduate
- 4.4: Degree structures
- 5.1: Questions to be considered
- 7.1: Standards
- 7.2: Graduate Attributes
- 7.3: Journalistic Skills, Processes & Values
- 7.4: Information Literacy
- 7.5: Research & Inquiry
- 7.6: Ethical, Social and Professional Understanding
- 7.7: Communication
- 7.8: Personal & Intellectual Autonomy
- 7.9: UOW – existing BJ structure;
- 7.10: UOW – new 2014 BJ structure

Figures

- 3.1: Fairfax induction program
- 3.2: ABC Advertisement
- 3.3: West Australian advertisement
- 3.4: Newcastle Newspapers Pty Ltd Advertisement
- 3.5: Fairfax application
- 3.6: News Ltd (Vic) Advertisement
- 7.1: Convergence of policy & research frameworks post Bradley
- 7.2: Barrie's Framework

Introduction

1. Introduction: project context and need

This project provides the first comprehensive analysis of the journalism education sector in Australia to consider the question of curriculum renewal and the relationship between universities and industry on a national scale. The timing of this project is fortuitous, given the impact of technological innovation and economic restructures in journalism worldwide and the consequent impact of these changes on the following questions: (1) what is a journalist? (2) what skills are required to become a journalist? and (3) how can those skills be acquired or developed?

The project aimed to

- Clarify of the role of university and industry in the provision of journalism education;
- Develop a shared language of curriculum renewal in the journalism education sector and between industry and the sector; and
- Clarify of the way individual programs are customised to suit particular market needs, expectations and technological changes.

While there have been a number of ALTC/OLT funded projects that have addressed the broad area of media studies or of creative arts education (Greg Battye's 2005 project on assessing group work in media studies, Jeremy Blank's 2009 project on a media arts network, and Jonathan Holmes' (2010) scoping of academic standards in the Creative Arts), there has been no funded work which has addressed the development of curriculum or the issue of academic standards in journalism education, even though there are distinct and urgent needs in this field.

In one of the few published analyses of journalism education in Australia Burns' (2003) concludes that the major approaches to Journalism education in Australia "have changed little and slowly since [their] introduction ...[and] modern research...suggests that there have been few developments in the way journalism is taught". While the researchers believe this is a contestable view on a number of levels, we do believe that the sector has been slow to respond to both changes in the industry and changes in the tertiary sector and that this must be quickly redressed.

This is particularly important given: (a) the need for university programs to be able to adapt to technological change, and the implications the latter has for the way in which Journalism and Journalism education are both undertaken; (b) the ongoing debate about graduate qualities and attributes; and (3) the increased focus on academic standards expected to flow from the introduction of the Gillard Government's TEQSA reforms.

Through a series of broad-based interviews with senior Journalism practitioners and educators, the project sought to make explicit:

- the assumptions about curriculum that are held by key journalism educators within Australia;

- the assumptions about curriculum that are held by key members of the media industry who employ our graduates;
- how the exigencies of the wider higher education sector shape these assumptions; and
- the ways that the exigencies of rapidly evolving media-change help shape or alter these assumptions.

As Fraser & Bosanquet (2006:282-3) have pointed out, this kind of project is much more than merely an interesting analysis. It is in fact “pivotal to bringing about effective curriculum development, as the curriculum conceptions that we hold ‘emerge from and enter into practice’ (Cornbleth, 1990, p. 12).” They go on to note:

For any kind of informed and planned curriculum change in the sector, it is essential that the academic community have the commitment to develop a shared language and understanding of curriculum. This involves a recognition and exploration of ‘the interdependence of the elements within the complex phenomenon we call curriculum’. (282-3)

It also requires a debate between the university and industry over the meaning and relevance of key performance indicators such as graduate qualities. Feeding into – even sustaining – this debate are two fundamental questions: (1) what are employers looking for in a graduate? and; (2) are university-based journalism programs equipped to provide those skills, particularly in a rapidly changing technological environment? Underpinning this debate is another question: (3) how can programs that offer only a smattering of Journalism subjects realistically claim to compete with programs that offer comprehensive degrees?

The reality is that not all employers are seeking the same skills in a prospective employee. The skill set required of trainee journalists varies depending on the organisation and the position on offer. Despite this, however, the fact that all university-based journalism programs build their courses around a similar core of subjects (all of which have a technical bent), suggest that there is at least some agreement among educators about what industry needs in a graduate. It is the remainder of the program of study that highlights the differences of opinion about what an ideal curriculum might contain. A preliminary report based on the websites of Australian journalism programs commissioned in preparation for this application (Sykes 2009) shows that divergent views exist among program developers regarding ideal content, ranging from the skills-based BJ programs to broad liberal arts focused BAs to communications/cultural studies focused BCMs. In an earlier analysis of published course outlines Adams & Duffield (2005) showed the huge variety in the mix of practical, theoretical and contextual units offered in different journalism programs.

The importance of these debates has been exacerbated by the fact that journalism is going through a period of unprecedented turmoil, driven by technological change. This has created new challenges for university-based journalism programs (Martin 2008; Kraeplin & Criado 2005). In short, the debate is summed up by a question: to what extent are Australian journalism programs able – and willing – to change so as to cater for the new environment in which journalism finds itself? Or perhaps, more importantly how do

journalism program designers produce curricula for a highly fluid media environment that may look very different in three, five or ten years?

Although Australian journalism educators have sought to adapt to the pace of change with the introduction of new units of study in areas such as online journalism, there is some evidence that Australian programs are behind their international colleagues in considering the implications of these changes. Martin (2008) maintains that Australian journalism educators have addressed these changes through a variety of supplemental approaches whereas there is a debate in overseas programs that is yet to be widely engaged in Australia about the value of a broader reorganisation of curriculum around a converged model that does away with traditional specialisations such as print, broadcast and online (Lowrey, Daniels & Becker 2005). Likewise most Australian journalism programs are yet to develop approaches to entrepreneurial journalism which is one of the responses by US journalism schools to the change in the traditional media job market (Glasser 2008).

The rise of so-called “citizen journalism” (Gilmour 2006) is also seen as both an opportunity and a threat. Many in the industry believe that if anyone can now be a journalist, via such tools as blogging, Twitter or Facebook, then the professional skills and ethical standards of journalism are devalued. Educators also feel threatened by this apparent devaluing of the skills and ethical standards at the heart of the journalism education curriculum. However others have argued that citizen journalism is part of the solution to journalism’s current crisis and the new model for economic sustainability will be a “layered” model that incorporates both volunteer and professional journalists working side by side. If this is the case then this could in fact provide an opportunity for journalism educators to provide a set of basic skills courses to a much wider market.

Apart from these debates around industry expectations and technological change, various authors have called for curriculum renewal in response to a variety of other perceived changes and challenges to journalism, the media industry and the evolving relations between journalism practice and society.

- The ongoing process of globalisation means graduates and journalism researchers must be challenged to think beyond Anglo-American models (Joseph 2006).
- New models of journalism such as the public journalism movement (Haas 2000) challenge journalism educators to think beyond traditional journalism/public relations.
- Numerous attempts to address multiculturalism and diversity in the media have been initiated by journalism educators (Romano 2008) but there are still questions as to how this can be holistically embedded across the curriculum.

A final factor driving the need for this research is that unlike other university-based professional programs, journalism programs in Australia are not subject to a formal accreditation process by an external professional body. Internationally accreditation is still a live issue with a growing trend towards establishing accreditation systems. Deuze (2006) recently noted the influence of the model pioneered by the US Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). He noted that a number of countries in the European Union and southern Africa were “moving towards some kind of standardization of requirements for undergraduate and graduate programs in journalism

education” (29). However he notes that there is as yet no clear consensus on the type of standards or how such standards should be interpreted. Some national systems are adopting a formalized system similar to the ACEJMC while others have only issued broad guidelines. Deuze notes that the lack of clarity around how such systems should be established is “a direct result from a lack of rigorous scholarship in the field of (international) journalism education and training” (29).

A number of studies (Barnett, Parry & Coate 2001; Barnett, & Coate, 2005; Fraser & Bosanquet 2006) have pointed to confusion around the very notion of “curriculum” and how it is understood by university educators and noted the ongoing effects this definitional lacunae has on effective curriculum renewal. This ongoing confusion about the nature of curriculum and curriculum renewal was recently highlighted in an analysis of 2008 ALTC grant applications for Priority Projects in this area (Hicks 2009). This project conceptualises curriculum renewal as an integration between several elements. These include renewal driven by the exigencies of the higher education sector (Hubball and Gold 2007: 5-7), renewal arising out of a holistic conversation within a discipline (Shapiro 2003), and renewal driven by an industry or student “customer orientation” (Divoky 1996).

Following on from the pioneering work in understanding curriculum by Barnett, Parry & Coate (2001) and local studies such as the work of Fraser & Bosanquet (2006) this study proposes a multi-tiered approach to determining whether Australian university-based Journalism programs are successful in catering to the current and future needs of media organisations and students enrolled in their programs.

Chapter 1

Chapter 1: Methodology

This report is divided into eight chapters. This chapter provides a methodological overview of the project. Chapters 2-4 provide an historical discussion of journalism education and training in Australia. Chapters 5-6 analyse the results of surveys conducted with journalism educators and industry representatives. Chapter 7 provides a detailed overview of the Journalism program at the University of Wollongong. It is a case study in graduate qualities and the ongoing process of curriculum renewal. Finally, chapter 8 provides some reflections on future directions for research in this important area.

The following section provides a chapter-by-chapter discussion of the methodology and justification of the material covered.

Chapters 2-4: historical overview

In recent years, there has been a discussion, driven by some sections of the print media, over the quality of journalism education, with critics arguing that university-based journalism education is failing to produce graduates with the skill-set employers expect of entry-level journalists. Underpinning this view is the belief that university journalism programs were a refuge for failed practitioners or people who had never worked as journalists. The critics have questioned not only the quality of journalism programs and the

staff who taught within them, but also whether universities were an appropriate place for journalism education to occur. They also questioned and were critical of: (a) the number of universities that were teaching journalism; and (b) the number of graduates being produced, particularly given the large-scale job losses across the print media sector.

In order to provide the context for this debate, which is considered in detail in chapters 5 and 6, it is important to provide an historical overview of the development of journalism education and training in Australia. It is also important to provide some insights into the development of journalism education and training in a number of other key countries: the US, the UK, Germany and New Zealand.

The discussion in chapter 2 owes considerable academic debt to the work of Dr Charles Stuart, a former Australian journalism educator whose PhD thesis entitled 'Our Judges' Credentials: Development of Journalism Education and Training in Australia to 1987' provides a detailed and insightful analysis covering approximately 80 years. Stuart's work is significant in two respects: (1) it is based on an analysis of a large number of primary documents; and (2) it considers the role of multiple parties, including employers, the journalists' union (the Australian Journalists' Association) and universities.

Stuart not only identifies the key players in the development of journalism education and training in Australia, he also charts the changes as they occur from the early 20th century through to 1987. Some of the key factors Stuart identifies are the important role played by the AJA both in driving Journalism training (which tends to be industry based) and the development of Journalism education (which occurs within tertiary institutions). One significant development he charted was the emergence of Australia's unique cadetship system. He also provides important insights into the structure of early courses, and the influence of international developments in Journalism education and training.

The significant role of the AJA is further developed in chapter 3, which looks at the embedding of the cadetship within industrial awards. This chapter charts how the training of cadet journalists became a key element of the awards, with early emphasis on the development of shorthand and typewriting, along with other key skills. Responsibility for journalism training was vested in the employer under the early awards. Significantly, this chapter shows how the later awards were expanded to embrace not just time off for 'traditional training' per se, but also for cadets to attend university for further education.

This discussion leads into chapter 4 which considers the current state of journalism education in Australia. This chapter provides an analysis of the various programs offered by the 32 Australian universities that claim to provide journalism education. This chapter is significant in that it highlights the broad range of offerings available to prospective journalists. In fact, the study identifies 70 programs (undergraduate and postgraduate). The chapter focuses on the undergraduate programs, and highlights the extent to which they differ. The differences are significant, particularly in the context of the 'debate' about the quality of journalism education that underpins this study and is discussed in detail in chapters 5 and 6. As chapter 4 reveals, there are significant differences in the nature and range of subjects offered, even within similarly named degrees, or between named degrees and minors. Part of the debate focuses on the balance between: (a) theory and practice; and

(b) the journalism and non-journalism elements of the respective programs.

Chapters 5 & 6: the interviews

It is the detailed background that emerges in chapters 2-4 that frames the discussions in chapters 5 and 6. The findings in these chapters are based on interviews with journalists, editors, editorial trainers and journalism educators.

The project involved almost 100 interviews with academics, journalists, editors and editorial trainers. Originally the plan was to conduct face-to-face interviews with a number of people who were deemed to have a particular interest and/or experience in journalism education and training. Prospective interviewees were identified in initial research meetings, with team members suggesting participants based on their individual knowledge of key people. Despite the fact that journalism education tends to be skewed towards three states (NSW, Queensland and Victoria), this did not necessarily influence who was invited to participate. We were more interested in the experience participants could bring to the project than whether they came from or had worked in a particular state.

Initially, given the perception of antipathy that existed between journalism educators and industry, we were anticipating a much higher response rate from academics than industry personnel. However, this wasn't the case. Industry was quick to embrace the project, while academics were much slower to respond.

Initially we drafted one questionnaire which would be used as an aide memoire to structure individual interviews. The questionnaire was approved by the University of Wollongong's Human Research Ethics Committee (HREC), as was our request that we be permitted to record the interviews. The initial tranche of interviews were conducted both face-to-face and by telephone. This was later supplemented by a self-administered electronic survey that was emailed out to journalism academics via JEA-net, an email discussion board. We also approached a small number of industry representatives to supplement this aspect of the project.

We began by asking participants to provide a snapshot of their professional careers. The questions are contained in Table 1.1.

Table 1.1: Background data from survey participants	
Current position and duration:	
Industry experience:	
a.	Years worked as a journalist
b.	Type of experience:
i.	Print
1.	newspapers
2.	magazines
ii.	Radio
iii.	Television
iv.	Online
v.	Other

Academic experience: a. Years taught b. Level taught i. TAFE ii. University iii. Other tertiary: 1. Undergraduate 2. Postgraduate
Highest academic qualification: a. High school b. Diploma c. Undergraduate degree d. Postgraduate degree: iv. Grad. Certificate/diploma v. Masters vi. PhD

The survey contains 28 questions. These are divided into five sections. The first section, covering questions 1-6, looks at a number of issues, including program quality, relevance, and adaptability. The questions are outlined in Table 1.2 (below).

Table 1.2: (Questions 1-6)
1: From your experience as a [Journalism educator/journalist/editor/editorial trainer] can you please comment on the quality of Australian Journalism programs. (a) Strengths..... (b) Weaknesses..... (c) Thinking about the journalism program/journalism graduates you are most familiar with can you talk in detail about one example that indicates what journalism programs currently do well (d) Thinking about the journalism program/journalism graduates you are most familiar with can you talk in detail about one example that indicates what journalism programs currently don't do well
2. What kind of jobs and what kind of industries do you think journalism education programs prepare students for? Should the skills taught in journalism programs be mainly oriented to preparing graduates for mainstream media employment?
3. If you believe journalism programs prepare graduates for a range of different industries how should program curricula best balance the competing demands of these different graduate destinations?
4: To what extent do you believe journalism programs currently cater to the needs of these industry/ies? (give an opportunity to explain/expand upon their answers).
5: Thinking about the journalism education program you are most familiar with how has it kept up with the rapid technological changes that have taken place within Journalism in the past few years? What changes to the program have been made over the last five years to reflect technological change? (a) If no, how have they failed to adapt?
6: Are there any skills you believe Journalism education programs need to focus on that they are not yet providing? (a) should they be providing a grounding in shorthand? (b) Should there be a greater focus on audio? (c) Should there be a greater focus on video? (d) Should there be a greater focus on convergence?

- (e) Is there too much emphasis/not enough emphasis on the development of writing skills?
- (f) Is the current balance between the development of news/features appropriate, or is there too much emphasis on one over the other?
- (g) Do they receive enough training in research skills?
- (h) Would you prefer to see graduates develop generalist or specialist skills before you employ them? Why?
- (i) Do you believe new graduates have sufficient knowledge of current affairs/recent news? (please explain)
- (j) Should programs explore broader areas of professional writing: writing for organisations, book publishing etc
- (k) Should journalism programs include an introduction to PR subject?
- (l) Should journalism programs have distinct print/broadcast/online streams or should programs teach a single convergent stream?

A number of these questions are framed to gain an insight into the attitude of respondents towards the currency of programs (in particular questions 6a-c, and l), and whether they are traditionalists or not (Q6a, j and k). A number were potentially contentious (particularly questions a, e-k).

The second group of questions (7-10) is directed solely at journalism educators. They are asked to consider how/if the program they are responsible for differs from that of its competitors. They are asked to look both at their immediate competitors (those who draw students from the same catchment areas), as well as those that are considered nationally significant. Question 8 asks journalism educators to consider the extent to which the program satisfies the graduate qualities that link to the program and Q9 asks whether the program meets the demands of prospective employers.

Table 1.3: (Questions 7-10)	
<u>Questions 7-10 are for Journalism educators only</u>	
7: To what extent does your program differ from those offered by competitors (both broadly [ie nationally] and specifically in terms of geography (same city/state)). Can you describe in some detail any distinctive subjects, assessment tasks, community projects, industry linkages that make your program unique	
8: To what extent do you believe your program (and the subjects it contains) reflect and satisfy the graduate qualities and attributes your University has developed? Please give examples of the linkages and point to specific assessment tasks that measure the achievement of these attributes	
9: How would you rank your program vis-à-vis the other Journalism programs that you compete directly with:	
(a) in terms of actual reputation	
a. in terms of employer attitudes	
b. in terms of public perceptions	
(b) in terms of the quality of program actually offered	
(c) Why do you give your program these rankings	
10: If you were to change the structure of your program, how would you do it? (that is, what would you add/delete?)	

Questions 11-18 were designed to encourage respondents to discuss the age-old debate about whether/to what extent journalists needed to have a theoretical background. This issue was teased out in questions 11-13. After this, the survey changed tack slightly to ask whether the quality of journalism education had increased over the past 5, 10 and 20 years.

This question harked back to the questions in the previous two sections. It also led into the discussion we hoped would be generated by questions 15-18. These dealt with a number of issues that tended to be aired whenever journalism education was the subject of media scrutiny, namely the number of universities offering journalism programs, and the number of graduates they produce. Participants were also invited to comment on the quality of all programs. Finally, respondents were asked to comment on whether they believed universities were the best place to train journalists – a question that was specifically designed to explore the traditional divide between those who believe journalism is a craft or a trade that can be taught on-the-job and those who believe that journalists are best served by a tertiary qualification that is coupled with on-the-job training.

Table 1.4: (Questions 11-18)		
<u>Questions 11-18 are for all interviewees:</u>		
11: Do you believe that Australian Journalism programs offer:		
(a) the right balance of theory and practice		
(b) too much theory/not enough practice		
(c) not enough theory/too much practice		
12: In percentage terms, what do you think the ideal mix is:		
(a) theory		
(b) practice		
(c) why do you believe this?		
13: What proportion of a Journalism degree should be devoted to journalism (both theory and practice):		
(a) 75-100%		
(b) 50%-74%		
(c) 25%-49%		
(d) up to 24%		
(please explain your answer in terms of what else you believe should be included in the ideal curriculum).		
14: Do you believe the quality of Journalism education has improved or deteriorated in the last 5, 10 and 20 years?		
(a) 5 years	Improved	Deteriorated
(b) 10 years	Improved	Deteriorated
(c) 20 years	Improved	Deteriorated
In what ways?		
15: Do you believe there are too many, too few, or just the right number of Journalism programs in Australia?		
16: Do you consider that Australia's university-based Journalism programs are all of an equivalent standard? Please develop your answer.		
17: In an ideal world, are universities the best place to train journalists? Please develop your answer.		
18: Are journalism programs producing the right number of graduates, too many graduates, or not enough in the current environment?		

Questions 14-18 feed naturally into the discussion generated by questions 19-23. These

questions, which are directed specifically at industry representatives, are designed to gain an insight into industry attitudes towards journalism qualifications relative to other qualifications (for example, BA, LLB, BSc etc). Given the anecdotal evidence that prompted this study, we also wanted to explore the nature of the relationship between the universities and industry, hence questions 21-23.

Table 1.5: (Questions 19-23)
<u>Questions 19-23 are for journalists, editors and editorial trainers only:</u> 19: When you are filling a position, do you give preference for applicants who have a Journalism degree, a generalist degree, a specialist qualification (outside of Journalism) or a different skillset? Please explain your answer.
20: Irrespective of your response to Q17 (above), do you or your organisation on average employ more people with Journalism qualifications for entry-level positions than people with another degree or no tertiary qualifications? Please explain your answer.
21: What is your relationship (or that of your organisation) with the universities that teach Journalism in your region like? To what do you attribute this?
22: Would you like to have a closer relationship? Yes No If Yes, what type of role would you like to play? (a) deliver guest lectures/talks (b) teach on a part-time basis (c) introduce an internship program (d) expand an existing internship program (e) offer refresher positions for university staff who are on study leave to re-familiarise them with current practices (f) contribute to program design and renewal through membership of an advisory panel. (g) Develop joint news delivery projects with universities
23: Does the relationship you currently have influence whether you take graduates from these universities over those from other universities whose programs you may not be familiar with?

Given the tendency in other disciplines (and in journalism education elsewhere), we asked whether formal accreditation was an issue that needed to be pursued. We believed this could be a problematic issue, given the anecdotal response among employers that they wanted to control the appointment process, that is, they did not want to be restricted to employing graduates who had ticked particular boxes that would produce a homogenised pool of journalists. Rather, they wanted to be able to select candidates who had an undefinable x factor. It was hoped that questions 24-26 would help us tease out this issue.

Finally, we asked the obvious question: does the perceived animus between industry and the academy exist and, if so, what do they make of it? The answers to these questions, while discussed in chapters 5 and 6, also feed into the case study in chapter 7 and the conclusions in chapter 8.

Table 1.6: (Questions 24-28)

Questions 24- 28 are for all interviewees:

24: What is your attitude towards the formal accreditation of Journalism programs:

- (a) Do you support/oppose it? Why?
- (b) Do you believe it will produce a higher quality graduate, or should we have an open market situation in which universities can decide what they offer?
- (c) If accreditation were introduced, who should manage it?

25: What is your attitude towards compulsory internships for Journalism students?

26: Do you use internships to test the suitability of students for potential positions?

27: What is your take on the animus between journalism educators and industry?

Do you believe it is based on fact, or fundamental misunderstandings about the role Journalism educators (and universities) can play in the training of journalists?

Please explain your answer.

28: Is there anything further you would like to add?

Chapter 2

Introduction

Background: Journalism education in Australia.

It is now more than 90 years since the first Australian university-based Journalism program was established. In that time, Australian universities have played an increasingly important role in the training and education of generations of Australian journalists. Despite this, there exists an often tense – sometimes even acrimonious – relationship between university-based journalism programs on the one hand and Australia's major media companies who are the employers of choice for many journalism graduates on the other (Bacon 2004; McLean 2004). Today, 29 universities offer journalism programs, both undergraduate and postgraduate, throughout Australia. There are also a number of non-university providers that offer mainly diploma level courses. These programs are not included in this project. The extent of university-based offering varies considerably, with a number providing a small suite of journalism subjects as part of an Arts, Humanities or Communications degree, ranging up to others that offer a dedicated Bachelor of Journalism degree (see chapter 4, tables 4.2 & 4.4 for a full list of the programs and their structures).

Historically, much of the tension between universities and industry has been due to the fact that Journalism has been considered a craft in which skills are acquired on-the-job, often by osmosis, with younger journalists picking up skills by observing their older colleagues in action, and/or by attending a small number of in-house courses. However, over time, as technology has played a greater role in the acquisition of information, and its subsequent conversion into a journalistic format, media organisations have acknowledged that they no longer have the capacity to provide all the training journalists require to operate in an increasingly technology-driven world. Because of this, they have gradually embraced the notion of university-based training for prospective journalists. However, in doing this, a number of employers have been reluctant to mandate that a degree in Journalism is a prerequisite for a career in Journalism. Furthermore, there has been – and continues to be – considerable debate over what constitutes a useful degree in Journalism, with some commentators preferring a generalist degree, while others preferred a skills-based degree.

Feeding into – even sustaining – this debate are two fundamental questions:

1. what are employers looking for in a graduate?
2. are university-based journalism programs equipped to provide those skills, particularly in a rapidly changing environment?

Underpinning this debate is another question: (3) how can programs that offer only a smattering of Journalism subjects realistically claim to compete with programs that offer comprehensive degrees?

In part this debate is linked to the broader question: is journalism a profession, a craft or a trade? This is a surprisingly complex question, the answer often depending on the background and sympathies of the individual asked for their opinion. For much of its history, Journalism has been considered a craft or trade, attracting people straight out of school, rather than those with university educations. Training was conducted in-house, with would-be journalists starting at the bottom as copy boys or girls before commencing a three or four-year cadetship. Under the auspices of senior colleagues, they would be taught the skills required to produce news and feature stories. Their training included interview skills, note-taking (with shorthand often a compulsory requirement), how to structure stories using the inverted pyramid and 5Ws and H (asking the fundamental questions who, what, why, where, when and how) approaches, spelling, grammar and layout. They would also receive training in ethics and media law. This training would take place on-the-job. That is, the cadets would not only be learning the skills of journalism, they would also be producing copy as journalists, initially simple stories, gradually progressing to more complex assignments as they moved through the cadet ranks and showed they were capable of tackling more difficult assignments. Having successfully completed their cadetship, they would become graded journalists. It was an era in which journalists and journalistic hopefuls were expected to sink or swim – those who succeeded were guaranteed careers, while those who floundered would be cast adrift.

The early years: the work of Charles Stuart

The early history of Australian journalism education and training was captured in a PhD thesis entitled *Our judges' credentials: development of journalism education and training in Australia to 1987* researched by Charles Stuart through the University of Wollongong and awarded in 1996. While Stuart's research does not cover the tumultuous years of the late 20th and early 21st centuries when the way journalism was conducted and content delivered was subjected to sweeping reforms as a result of technological change, it nonetheless provides considerable information regarding the development of training in the early years. The following is a detailed summary of the early history as documented by Stuart.

Aware of the historic tensions between industry and Journalism educators, Stuart distinguishes between Journalism education, which he defines as 'programs offered by tertiary education institutions designed to impart an expanded knowledge of the world that will help the recipients in the practice of journalism' and training which is 'instruction in the gathering, processing and presentation of news'. This distinction is critical because it contains the seeds of much of the debate that has marred the relationship between industry and the academy over the years, not just recently.

According to Stuart (1996, p. 2) Australian journalism education and training has moved through four periods. These were 1803-1910, 1911 to 1969, 1969-1987 and 1987 to the present. During the first, training was virtually non-existent. The second phase followed the establishment of the journalists' union, the Australian Journalists' Association (AJA), in 1910 and was marked by the introduction of journalism courses at a number of universities, beginning in 1919. This period also witnessed the development of the cadetship system, the main driver of which was the AJA. The third phase saw the development of Colleges of Advanced Education (CAEs) which saw the offering of courses combining journalism

education and training as part of their remit. According to Stuart, this period saw the decline of the cadetship system. The final stage – albeit only loosely covered by Stuart – includes the period in which CAEs gained university status. It is this period that provides the impetus for the current debate, although to understand the development of journalism education, it is important to go back further and look at the early years.

In outlining the development of journalism education and training in Australia, Stuart also provides an overview of developments in four other countries – Germany, the US, Britain and New Zealand. Drawing on earlier research by Gaunt (1992) and Katzen (1975), Stuart contends that the first lectures on journalism were delivered in Germany. Leipzig University appeared to be the first (1672), followed by Halle (1700) and Gottingen (1175-1805) (Stuart, 1996 vol 2, p. 16). In 1690 Leipzig University presented the first doctoral thesis on Journalism, Tobias Peucer's *De relationibus novellis* (translated as *On news reporting*) (See Lloyd, 2002, p. 2). However, according to Gaunt (cited in Stuart, 1996, vol. 2, p. 16), the role of German universities in providing journalism education at that time was short-lived. Formal journalism education disappeared when Germany introduced a binary education system in which universities focussed on 'conveying intellectual knowledge' and colleges provided vocational training. However, according to Gaunt, journalism education was not catered for in the new environment, being provided by neither universities nor colleges (Gaunt, 1992, p. 49; Stuart, 1996, vol. 2, p. 16). Journalism education is not reintroduced in Germany until the early 20th century – 1916 according to Katzen, when the Institute of Newspaper Science is established at Leipzig University (1975, p. 72), possibly a little earlier according to Stuart (1996 (2), p. 17). Stuart provides considerable insight into the development of journalism education in Germany, including the tendency of students to move between universities in undertaking their studies, and the establishment of American-style Journalism schools by the occupying forces post WWII (Gaunt, 1992, p. 50; Stuart, 1996(2), p. 18).

The US system

University-based journalism education in the US can be traced to the late 18th/early 19th centuries. The University of Missouri traces its first lectures back to 1878 and Cornell University to 1876-77 (Stuart, 1996(2), p. 19). The first course in Journalism is believed to have commenced at the University of Pennsylvania in 1894 (Curthoys (1922a, p. 216), followed by the first four year degree at the University of Illinois (Mott, 1962, p. 604; Stuart, 1996(2), p. 19). By 1912, there were more than 30 university or college-based journalism programs operating in the US, a number that grew rapidly to 672 by the mid 1950s and 1148 in 1969 (Katzen, 1975, p. 21; Stuart, Vol. 2, p. 19).

One of the interesting features about the development of university-based Journalism education in the US was that from the outset it appeared to have the support of media proprietors. For example, the Journalism school at Columbia University was established with a substantial grant from the executors of Joseph Pulitzer's estate, with the owners of the *Chicago Tribune* funding the Medill School of Journalism at North-Western University (Stuart, 1996(2), p. 19). Even today, the support of proprietors for US-based journalism education is reflected in the funding of endowed chairs in Journalism at many of the top schools.

While Stuart reports that the early response to the establishment of journalism schools by working journalists was negative, a view also held by many newspaper editors in the 1930s and 1940s, support had risen among newspaper executives by the 1950s and by the 1960s editors were visiting J Schools to hand-pick the best graduates. This policy appeared to pay dividends, because by 1980 three out of four editorial executives had Journalism degrees (Stuart, 1996(2). p. 20). In fact, according to Stuart, the success of the university-based Journalism programs 'stifled' the emergence of a 'standardised on-the-job journalism training system in America' along the lines of those established elsewhere, including Australia (Stuart, vol. 2, Appendix C, pp. 20).

The British model

The first attempts to introduce university-based Journalism education in the UK appear to have taken place early in the 20th century. According to Stuart, there were a number of 'short-lived' attempts between 1908 and 1919 (Stuart, vol. 2, p. 22, citing Carr and Stevens, 1946, p. 9). The first course, a two-year diploma, commenced at the University of London in October 1919 (Stuart, p. 22, 25). According to Stuart, the program was supported via scholarships by the British Government which was seeking training opportunities for ex-servicemen (p. 22). This program was also supported by media proprietors and the National Union of Journalists (NUJ) (Stuart, p. 22). The British program bore strong similarities to that which was recommended for introduction in Australia about the same time by the AJA's Western Australian District Committee (p. 22), with a mix of on-the-job training and university education. The course ran until the start of WWII in 1939 when it was suspended, never to resume (p. 22). Following the first report of the Royal Commission into the Press in 1949, which stated that journalism training was 'the common responsibility of proprietors, editors and other journalists', a training body – the National Council for the Training of Journalists (NCTJ) was established with a common syllabus providing on-the-job training, supplemented by a series of courses provided by polytechnics and technical colleges (Stuart, p. 23). By 1987 there were seven accredited colleges throughout the UK (p. 23). Successful candidates received a Proficiency Certificate that was issued by the NCTJ and recognised nationally (p. 23). Trainees were also required to serve an indenture period ranging from 18 months to two years, depending on the training they acquired prior to starting in journalism.

As in the US, early attempts to establish journalism programs were aided by the generosity of proprietors. In 1962, UK newspaper proprietor Roy Thomson established a £5 million foundation to promote journalism education in Cardiff, home to his newspaper chain (Stuart, p. 24). Initially established to establish newspapers and train journalists in developing countries, the Thomson Foundation in 1970 merged with the Journalism program at Cardiff University which then established a range of degree programs. A graduate program was established at City University London in 1976 which also appointed the first chair in Journalism in 1983.

The New Zealand experiment

University-based journalism education appears to have commenced at the University of

New Zealand's Canterbury College around 1910 (see vol. 1, p. 17). The qualification – a diploma of Journalism – did not contain any practical journalism training. However, there is some evidence of practical journalism being taught by 1921 (Stuart, vol. 2, p. 28). The course appeared to survive until the mid 1930s (p.18). In New Zealand, there was a second wave of journalism education that began in 1966 when the Wellington Polytechnic offered a one year course. According to Patching (1983), this course was intended to replace formal cadetships. It was quickly followed by a one year post-graduate diploma in journalism at Canterbury University in 1969, an 18 week induction program at Wellington Polytechnic in 1972, and courses at the Waiariki Community College (1985), Manukau Polytechnic (1986) and Christchurch Polytechnic (1987) (Tully, 1990, cited in Stuart 1996, p. 18).

Table 2.1 Structure and content of early international programs compared		
USA (Uni Pennsylvania)	UK (London University)	New Zealand
General studies in Mathematics, Languages and Science	English Composition, including Essay Writing and Writing for the Press	English Language & Literature
Journalism: the history and function of the newspaper	Plus two of the following:	Modern History
Current topics	General History & Development of Science	Economics
Newspaper Practice	History of Political Ideas	Constitutional History
Public Law & Politics	Principles of Criticism of Literature and Art with Practice of their Application	Economic History
American History & Government	Three optional units (comprising 270 lectures) taken from:	Statistical Method
European History	English Literature and Criticism (including 26 lectures on the History of Journalism)	Psychology and Logic
Economics & Social Science	History	A paper on the practical work of Journalism
Statistics	Modern Languages	A certificate establishing that the candidate has a minimum of one year's experience in a newspaper
Logic	Political Science	(Source: Stuart, vol II, appendix E, p. 30)
Ethics	Economics	
	Biological Sciences	
Source: University of Pennsylvania course 1893: The Cornell Daily Sun, October 14, 1893.	Physico-chemical Sciences	
	Philosophy & Psychology	
	Proficiency in shorthand and typing at an approved institution.	

Today, Journalism training in New Zealand is managed through the Journalism Training Organisation (JTO). This is a formal body funded through industry subscriptions. First established in 1971 as the NZ Journalists Training Committee (NZJTC), subsequently renamed Journalists' Training Board (JTB) in 1973, since 1993 it has operated as the NZ Journalists' Training Organisation (Thomas, 2000). The JTO is managed by a committee which has responsibility for setting and maintaining Journalism training standards in NZ (Thomas 2000). The JTO has set a series of performance based skills ' that have formed the basis for ... journalism unit standards and are at the heart or core of all journalism training in New Zealand' (Thomas, 2000).

Journalism Education and Training in Australia

According to Stuart (1996, p. iii) the early driver behind journalism education and training was the journalists' union, the Australian Journalists' Association (AJA). This was in contrast to the minor roles played by unions in the UK and New Zealand (p. 18). According to Stuart (p. 19), the significant role played by the AJA is reflected in the pages of its newspaper, *The Australian Journalist*. First published in 1912, the newspaper devotes considerable space to discussions about – and support for – the US model of journalism education (Stuart, p. 25-28). However Stuart questions whether this is because it is the only material available, a view reinforced by the lack of coverage the US model receives after knowledge of the NZ courses crosses the Tasman in 1916 (p. 28).

When the first Australian university-based courses appeared, one of the debates was whether the US model should be adopted or an Oxbridge (UK) model preferred. Certainly the latter appeared to be preferred by the NSW Minister for Education, A.C. Carmichael, in 1920 when discussing the prospect of a Chair of Journalism at Sydney University. He said:

To the real journalist – the born journalist – a University course must have the same broadening cultural effect that it has on any other brainy professional man (Carmichael, 1914, p. 1; cited by Stuart, 1996, p. 37)).

However Carmichael believed that university training of journalists should occur in tandem with on-the-job training, drawing parallels with 'trade schools' (Stuart, p. 37). Carmichael envisaged a part-time university program of study which would provide 'the theory of journalism' to complement the practice that was acquired on-the-job (Carmichael, 1914, p. 1,3; Stuart, 1996, p. 38). In the early years, there was some evidence to suggest that editors did not believe a university degree could be used 'as a means to enter the profession' (Stuart, p. 38). However, this clearly was not a universal view, with Nicholls (1916), arguing that a university qualification could be beneficial to those people contemplating a career in journalism:

Grammar and style can be taught. General knowledge, of which no pressman can have enough, can be taught, and the mechanics, the responsibilities and morals of presswork can be taught. I can see no reason, therefore, why the universities should

not be able to frame a scheme for a diploma in Journalism (Nicholls, 1916, p. 184).

While the University of Western Australia is the first to offer informal lectures for journalists in 1919, it is not until 1928 that a formal program of study is offered under the guise of a diploma. The first formal courses in Australia were offered by the University of Melbourne and the University of Queensland, both in 1921. The University of Sydney followed suit in 1926 (Stuart, p. 43). The Sydney and Perth courses were relatively short lived, the former ending in the 1930s, and the latter in the 1940s. The Melbourne and Queensland courses on the other hand continued on until the early 1960s. According to Stuart, the demise of these courses can be attributed to a number of factors:

- clashes between cadet rosters and the time required to attend classes;
- the fact they have little spare time in which to study; and
- the lack of an incentive to continue studying once their cadetships have been completed and they have been graded as journalists.

Mayer further developed this list, arguing that 91 per cent of students had failed to complete the courses. This he attributed to:

- The difficulty cadets faced in regularly attending lectures;
- A resentment of academic education by some journalists and some management;
- The fact that no sanctions could be imposed against cadets who dropped the course;
- Recognition that diplomas are not a pre-requisite for entry into journalism; and
- The reality that graduation from the courses is not tied to promotion within the profession (1965, p. 38; Stuart, 1996, p. 45).

The difficulty was highlighted by Wallace, who points out that:

The courses were an awkward attempt to bridge the gap between journalistic practice and academic; they carried little status academically, and yet in the eyes of the profession they were sufficiently removed from the reality of journalistic practice to be virtually ignored (Wallace, 1977, p. 8; Stuart, p. 45).

Writing in 1963, Hudson argued not only that the part-time university courses have failed, but so too had the cadet system. His solution: to introduce pre-entry university courses modelled on those that had been introduced in the US. However, Hudson was not the only critic of journalism education and training. His thesis identified a number of others, an approach Stuart was able to build on. For example, Stuart identified two critics of early Australian university courses as Roderick and Revill, two journalists who had co-authored one of the first textbooks for cadets: *The Journalist's Craft – A Guide to Modern Practice*. While acknowledging that a university degree is useful, they indicated that it wasn't a necessary qualification for someone to succeed in Journalism. Roderick and Revill appeared to be more supportive of generalist degrees than the first university-based journalism programs.

Soon after, Roderick made the transition from journalism to academe, taking up a

professorship at JCU in Qld. In a paper entitled 'The University and the Press', he recommends the establishment of a national Board of Education in Journalism (Stuart, p. 48). In a paper delivered at JCU in May 1968, Roderick makes a statement that still resonates today, particularly among journalism educators:

If journalism is to achieve true professional standing, it must enlist the services of the university. If the university wishes to have a well-informed and truly critical press --- as I believe it does --- it must hold out a hand to the journalists (Roderick, 1968, pp 15-26; cited in Stuart, 1996, 49).

Journalism Education and the CAEs

Roderick's call for a national Board of Education in Journalism was never implemented, due in part Stuart believes, because this debate was subsumed in the much wider debate that was occurring at that time regarding the role of CAEs in the tertiary education sector. The CAEs grew in part out of a debate over who would be responsible for university funding – the Commonwealth, or the states. While the states had traditionally been responsible for funding university education, in the 1950s there were calls for federal funding to supplement that being provided by the states. This was one of the recommendations of the Murray Report in 1957 (Stuart, p. 50). The report also recommended that under the proposed changes, universities restrict and reduce their focus on 'sub professional work' (Murray, 1957, p. 121). This included the journalism diplomas. Murray recommended that the universities should:

... take early opportunity to make their own courses conform to a true university standard and make arrangements for such groups of students as are below the necessary academic level to be taught elsewhere (Murray, 1957, p. 34).

Seeking to protect the elitist nature of the universities – a call apparently championed by Prime Minister Menzies – the federal government set up the Committee on the Future of Education in Australia (Stuart, p. 51). The committee, chaired by Sir Leslie Martin, was tasked to 'find a cheap way of training more professionals and technologists' (Stuart, p. 51). The solution was the establishment of Colleges of Advanced Education (CAEs). These would be funded by the government to provide diploma level courses.

The decision to establish a system of CAEs was discussed at the JCU conference initiated by Roderick. Early on, industry appeared reluctant to support the decision to move journalism education to the new CAEs. The then Qld president of the AJA, Kevin O'Donohue, argued passionately that 'strenuous efforts must be made to retain journalism education as a university course, and not shunt it into institutes of technology' (Mitchell, 1968, p. 63). He said:

We in journalism hold that we teach our own technology fairly well. We believe that in the technology of journalism we do not have to seek the guidance from lecturers at institutes, but we do believe there is a great need for us to join the mainstream of higher education flowing out of our universities (Mitchell, 1968, p. 63; Stuart, 54).

O'Donohue's argument was supported by a number of senior media spokespeople, including the ABC's Director of Television News, F.L.J. Gulley, and Theodore Bray, editor and managing director of the *Courier Mail*. Bray, a traditionalist, argued:

The only practical training for cadet journalists is on-the-job training in newspaper offices. No newspaper, and I doubt any radio station or television station, would consider supporting any proposition for off-the-job training in a technical college or institute of technology (Mitchell, 1968, pp 77-78; Stuart, p. 54).

However Stuart believes Roderick appeared to swing delegates to the position that both universities and CAEs had a role to play in the education and training of journalists. Initially this approach was supported by the AJA, however, according to Stuart, union support for university-based training had wavered by the early 1970s, based on its experience with the University of Melbourne, which it found to be less than satisfactory compared with the program offered by RMIT. According to AJA federal secretary Syd Crossland:

We are in the midst of an academic explosion and we have to meet it. Not only do we have to have a good general education standard to enter the profession, but there is a need to continue to improve that standard. In short, there must be a scheme which provides for cadets to continue their education (Whitelock, 1972, p. 22).

Crossland was writing at a time when the AJA had already extracted considerable concessions from employers regarding cadet training. In 1970, for example, metropolitan proprietors had agreed to increase the amount of time cadets could have off for study from four to 10 hours per week. The significant element of this agreement was that six of these hours were to enable the cadet to attend university or CAE 'for ... the Diploma of Journalism or other approved course'. This is discussed further in chapter 2.

Similarities and differences:

In 1977 a visiting US Fulbright scholar, Charles Duncan, commented on the structure of Australia's journalism programs. According to Duncan, there was:

... considerable diversity among the various programs. This is not to say there should be a standard curriculum for journalism education, but I do think that in any field of professional training the similarities among degree granting courses of instruction ought to be greater than the differences. My impression – and I must emphasize the word – is that in Australia it is perhaps the other way round (Duncan, 1977, p. 2).

Whether this was the case or not, is difficult to tell, without having a look at the individual structures of all programs on offer during the mid 1970s. Ten years on, however, it appears that the courses were much closer in terms of content (Fell, 1987, p. 17). Significantly, Duncan commented on the 'apparent indifference' of journalists towards the courses (Duncan, 1977, p. 3), with employers indicating a greater preference for the practical journalism units over either the theoretical units or even liberal arts studies (Woolford, 1979, p. 49).

Once more, however, the views of industry appeared somewhat fractured, with at least one prominent journalist criticising the CAEs for producing ‘stereotypes to fit the mould demanded by the press and media managers in this country’ (Ryan, 1978, p. 1). Ryan, then news editor of Radio station 5DN, warned: ‘To seek favour, money and blessings by presenting journalists for the industry, but not for the profession, is an abdication of responsibility’ (Ryan, 1978, p. 1; Stuart, 1996, p. 60). Ryan’s distinction between the industry and the profession is an important one which we take up later in the report. However, others warned that the CAEs were being driven by the need to survive. They were not being adequately funded and journalism programs were seen as cash cows (Woolford, 1979, p. 48; Stuart, p. 60), and often over-enrolled students to satisfy demand, despite the fact that they were more labour intensive and under-resourced compared with other programs). This was highlighted by US academic Jay Black following a visit to Australia in 1981:

Of the journalism departments I have observed, none has what I would consider an ideal relationship with its mother institution. In some cases journalism has been shunted off into a corner and given table scraps instead of full servings of facilities and resources ... In the past decade a very few individuals in scattered corners of the country have had the responsibility of creating ex nihilo an entire curriculum, complete with accreditation plans, procurement of resources never previously demanded by other college departments, development of curriculum materials suitable to the Australian scene, and ... all this being done by people untrained in curriculum development or educational methods (Black, 1981, p. 4)

The role of the AJA

In part the stimulus for journalism training in Australia came from amendments to the Commonwealth Arbitration Act in 1910 which, according to Sparrow, ‘made it possible to classify journalism as an industry’ (Stuart, p. 31; Sparrow, 1960, p. 27-36). The Australian Journalists’ Association (AJA) as it was then called, was registered under the Commonwealth Conciliation and Arbitration Act on May 24, 1911 (Sparrow, p. 41; Stuart, p. 33).

According to Stuart (p. 34) registration led to the establishment of on-the-job training for journalists via the so-called cadetship system. This was a significant advancement on the earlier system, in which ‘Parents even paid premiums to newspapers to have their sons taught journalism’ (Sparrow, 1960, p. 44). Such apprentices were often indentured to their employers (or masters) for periods of five years. Under the agreement they would ‘work 10 hour days, seven days a week, in return for training, board and lodging, and pocket money.’ The Vet, 1928, p. 122; cited in Stuart, p. 32). According to Bathurst, (1914(a), p. 25) reporters were often not considered to be journalists – this title being reserved for editors, leader-writers and contributors (Stuart, p. 32).

The AJA’s first industrial agreement was negotiated in 1912, followed by a variation in 1913. Subsequent agreements were negotiated in 1917, 1924, 1928, 1929, 1934, 1938, 1941, 1945, 1951, 1955, 1958, 1963, 1967, 1971, 1974, 1982, 1986 (there are also later agreements, discussed in chapter 2). Major variations were made in 1977 and 1984 (Stuart,

p. 67). The first draft agreements proposed to classify journalists under four categories: (1) senior reporters, (2) general reporters, (3) junior reporters, and (4) probationers. Probationers were defined as:

... reporters who at the time of their first engagement on the staff of a newspaper have not had more than six months experience in the metropolis, or more than 12 months experience in the country as reporters (VDC, 1911, p. 46).

While the probationary period was intended to be short term and provided the opportunity for newspaper management to test the suitability of the prospective reporter, often probationers would spend up to three years before receiving a junior reporting position, or being told that they did not have what it takes to be a journalist. However, it was widely recognised that probationers could be exploited by their employers, both in terms of the pay they received, and the work they were expected to do. In the early years there was some discussion over the appropriateness of the term 'cadet' which had been used in the first agreement (Stuart, p. 70). According to one early journalist, a cadetship should be considered a period of probation pending the offer of a traineeship:

Any chief of staff who is worth his salt can tell in a few weeks whether a man is going to develop into a journalist or not. Let him have three months. Alter the definition of a cadet to mean a man who is on trial for three months with the provision that at the end of that period he shall be either dismissed or taken on the graded staff (A.B.C, 1913, p. 18; Stuart, p. 70).

The first mandated agreements saw three grades of reporters (senior, general and junior), of which only the senior reporter was considered 'fully qualified'. The general and junior reporters were considered trainees, while the cadets were not (Stuart, p. 71). The status of cadets – and the responsibility of employers for their training – was clarified in negotiations which led to the 1917 agreement by Mr Justice Isaacs (Stuart, p. 71). By 1918, the AJA was pushing for formal qualifications for people applying for cadetships (Stuart, p. 73). By 1920, there was some support within the AJA for the proposition that cadetships no longer be considered periods of probation, but rather formal traineeships (Stuart, p. 73). In 1927, the AJA's federal council passed a motion supporting the introduction of formal cadet training (p. 74) .

At a conference chaired by R.G. Menzies KC, later to become Australian Prime Minister, it was agreed that prospective cadets should have 'at least the equivalent of intermediate university knowledge of English' (Stuart p. 75).

Menzies also decreed that:

- Cadets should 'be fully and thoroughly taught' by employers;
- Cadets have four hours off work a week to study;
- The ratio of graded staff to cadets be increased to 6:1;
- Cadets should have the protection of AJA membership; and
- Employers should pay for the costs of courses and associated texts

o (Stuart, p. 76).

Menzies did not accept that cadets should be articulated or indentured (Stuart, p. 76). Further, he rejected the suggestion that a Board of Control be set up in each state to ensure that the articles of apprenticeship were honoured. In doing so, Menzies effectively provided employers with the capacity to ignore the teaching obligation highlighted above. In fact, most employers were able to skirt around this clause for almost 30 years.

Under the 1938 award, other elements of the Menzies agreement are watered down, including the requirement that cadets were required to have prior qualifications (in this case English competence). Prior qualifications were reintroduced in 1984. The 1938 award also removed any reference to the need to develop a syllabus of specified areas of knowledge. In earlier awards these had included 'literature, economics, civics, history and logic' (106 CAR, 1210; Stuart, p. 77)). These were not reintroduced, in part at least, until 1963 (Stuart, 77).

The 1945 award proposes a number of changes, including the introduction of a 'uniform national syllabus', the content of which both the AJA and employers would contribute to, the appointment of a staff counsellor to guide cadets, and the introduction of in-house lectures by experienced staff (55 CAR, 566; Stuart, p. 78). By 1955 the draft syllabus had been drafted (Stuart, p. 78), but there was no sign of its introduction. Training was still considered an in-house responsibility, but not a high priority, despite the introduction of the following five point plan under which cadets shall:

- Be made familiar with the activities of the various departments, so that they may have a full knowledge of the handling of news from its collection to its publication;
- Learn shorthand and typewriting and be examined from time to time to determine the progress they are making;
- Be required to attend a series of lectures by senior journalists and/or other authorities on the theory and practice of journalism;
- Be given wide practical experience in reporting work and not be restricted to one class of work – unless they are being trained in specific branches of journalism; and
- From time to time accompany classified journalists on assignments to receive practical instruction
- (82 CAR 313; Stuart, 79).

According to Stuart, the 1958 award remained virtually unchanged, although by 1961 the focus on shorthand had increased dramatically, with employers being empowered to sanction cadets who did not achieve the required proficiency in shorthand. The 1961 award also sought to specify which subjects cadets should receive instruction on (Stuart, 79). The 1963 award went one step further, requiring employers to provide cadets who had completed their training with a certificate detailing the training received (p. 79).

In 1967 a number of additional categories of cadetship were introduced. Alongside the traditional four-year cadetship, employers had proposed the establishment of a three year cadetship for people aged over 18. While this was 'strongly opposed' by the AJA, it did recommend the introduction of a new form of cadetship which advocated a minimum level of appointment for graduate cadets. This was accepted by employers and the new award provided that this should be no longer than one year for metropolitan cadets (127 CAR 816; Stuart, p. 80). Later awards would seek to distinguish between metropolitan and regional cadets in relation to this provision.

Under the 1971 award, three further changes were introduced. The in-house supervisor of cadet training received the title 'cadet counsellor'; the shorthand requirements were further tightened, and cadets received additional time off for study. Whereas previous awards had mandated that they receive four hours instruction a week in typing and shorthand, under the 1971 award, they were to receive an additional six hours per week to 'undertake journalism courses at universities or CAEs (Stuart, 81; 139 CAR 429).

While there are few changes to the 1974 and 1982 awards, a 1984 amendment to the 1982 award does contain two significant changes: pre-entry qualifications are re-introduced after being abolished in 1938, and the six hour training allowance to attend TAFE or university would be continued for 12 months after the completion of a cadetship to encourage young journalists to finish their qualifications (Stuart, p. 82). This was considered an important change, as it addressed a problem evident in the 1950s and 1960s whereby journalists would drop out of university once they had been graded. Two other changes introduced in 1984 were: (1) the reduction of the standard cadetship from four years to three; and (2) the introduction of so-called strand cadetships (Stuart, p. 83).

Table 2.2: History of cadetships in Australia

1912	'Probationer' in the first log of claims becomes 'Cadet'. Cadetships to last three years. Ratio of cadets to classified staff to be 1:5.
1913	Cadetship extended to four years.
1917	Cadetship cut back to three years.
1924	No change.
1928	Cadetship extended to four years. Ratio of cadets to classified staff raised to 1:6. Minimum entry standards set at 'English equivalent to the standard of the Intermediate Examination'. 'Cadet shall be fully and thoroughly taught and instructed by his employer.' Cadets shall accompany classified staff on assignments. Four hours off per week for study.
1929	Cadetships can be extended until a junior vacancy occurs. Cadets must join the AJA within two months of starting.
1934	No change.
1938	No change.
1941	No change.

1945	One or more members of staff to be appointed to 'advise and instruct cadets'. Chief of Staff to arrange lectures by senior staff.
1951	Cadet pay to be set as a percentage of D Grade rate.
1955	Cadets to be given wide practical experience: not to be restricted to one type of work.
1958	No change.
1963	Syllabus for cadet training outlined. Different departments listed in which cadets must be trained – Except 'female cadets and cadets being trained for specialised branches of journalism eg in the Financial department'. Departing cadet to be given certificate showing length and type of training.
1967	Three year cadetship introduced for over 18s One year Graduate Cadetship introduced. Extra six hours off for study.
1971	Before promotion a first year cadet must attain 60 words per minute; a second year 80 wpm; and cadets cannot be graded until they reach 120 wpm.
1974	No change.
1977	A cadet Counsellor shall be appointed. Minimum four week induction course introduced.
1982	No change.
1984	Maximum cadetship reduced to three years. Former Graduate cadets may not go from D Grade to C Grade until they attain 120 wpm in shorthand. Strand cadetship regulations introduced. Former cadets may continue to take off 6 hrs per week for study.
1986	No change.
	<i>Source: Stuart, p. 84.</i>

It should be pointed out, however, that in the early years, there was little agreement between the metropolitan proprietors and their regional or provincial counterparts. While the metropolitan awards were federally based, those covering the provincial papers were generally state-based (see Stuart, p. 86). Whereas the early metropolitan awards devoted space to cadetships, the provincial agreements generally did not (p. 86). It was not until 1924 that a commonwealth award was drafted to cover provincial newspapers in all states. In 1912, for example, there were 18 agreements (Stuart, p. 87; 6 CAR pp 181-212). In 1964, there were 10 generic awards, with an additional five publication specific awards (see footnote 56, Stuart, p. 87; 107 CAR, p. 1220). By 1987, there were just 12 generic awards, and a number covering the ABC.

A detailed analysis of Stuart's thesis reveals that the cadetship training program was widely considered a failure, by cadets, experienced journalists and outside observers. It appears that the development of CAE-based journalism courses provided employers with an

opportunity to rid themselves of in-house training obligations, despite the fact that these functions were still mandated within various awards (See Britton, 1987, p. 1). In fact Stuart argues that by 1987, the cadetship system is 'largely a shibboleth'. The major faults with the cadetship system were widely considered to be threefold: (1) the pressure between work and study means that young journalists often do not have time to attend class or undertake assessment tasks; (2) it is possible to be graded without completing a program of study; and (3) cadets are often exploited as cheap labour and they are 'reluctant to rock the boat' and demand their entitlements under the award (Stuart, p. 99).

Journalism training

In 1917 the AJA established a commission responsible for 'improving the educational standards of journalists' headed by George Whyte (Stuart, 102) and comprising representatives of all states. The Committee reported back to the AJA's federal conference in 1918. Whyte's proposal contained eight recommendations. They were:

- (1) that there was 'no special standard of education' required for people to enter journalism.
- (2) That the population and media market in Australia was too small to warrant the establishment of a chair of journalism (although he did say this could change if the appointee was able to divide their time between Melbourne and Sydney). Further, that people appointed to run the university-based diploma courses should be both graduates and have completed their journalism training.
- (3) The degree (or diploma) should comprise 10 units (English language and literature, philosophy, constitutional history, political economy, science of politics, three practical journalism subjects and an optional subject.
- (4) Matriculation should be waived as a prerequisite for entry into the degree or diploma program.
- (5) Whyte's proposed degree, which he said should be equal to that of a BA or Bachelor of Commerce, be structured along the following lines:

Table 2.3: Whyte's proposed degree structure	
Year 1	Journalism (1) English language and literature Philosophy.
Year 2	Journalism (2) Political economy History Constitutional history
Year 3	Journalism (3) Science of politics Optional subject.
Source: AJA, 1919, p. 4: Stuart, 1996, vol ii, pp. 116-17)	

- (6) Journalists should be asked how many would be prepared to enrol in such a course.
- (7) The AJA should set up a library containing the textbooks required for such a course in each state.
- (8) The establishment of an exchange program with journalists operating elsewhere within the Empire.

Significantly, Whyte's recommendations were not unanimously supported by the committee. The Tasmanian representative on the Committee, George Dixon, provided a dissenting report which described as 'futile' the traditional comparisons between the skill set of the young cub reporter and the man with 20 years experience. Dixon argued:

What is the use of asking "Is not the reporter of 20 years' experience a better pressman than a cub straight from the classroom?" No doubt he is; but that is not the point. What we should ask is this: "Is not the man of 20 years' experience likely to be an even better journalist if he has a good education to begin with?" I think any reasoning and unprejudiced person will say "yes" (Stuart, 1996, vol. ii, pp118-19).

While opposing the establishment of schools of journalism, Dixon did suggest the granting of a degree that combined university study with evidence of journalistic experience. His proposal included the following:

- proof of experience as a journalist;
- the writing of a thesis which provided an original contribution to the scholarship of journalism;
- successful completion of university examinations in a number of subjects, including:
- English language and literature;
- Modern history, including general history of England, history of the British colonies and European history; and
- Economics. Source: Stuart, vol. ii, pp 119..

However, even in 1916 there was some doubt as to whether journalism can, or should, be taught within a university environment. For example, Stuart cites H.G. Adam, who described the newspaper office as 'the only school of journalism'. However, even Adam supported the idea of a diploma being awarded, which echoed Dixon's call for proof of evidence as a journalist and the writing of a thesis. Adam went further to add 'cuttings from newspapers of certain standing, showing work actually done along general and special lines; and the recommendation of at least two holders of the diploma'. Interestingly, Adam recommended that the body of work be submitted to the British Institute of Journalists (BIJ) for sign-off (Stuart, p. 103). While the Central Committee embraced the broad tenets of the Whyte and Dixon reports, it ultimately moved in favour of the latter, suggesting that young journalists did not require the technical skills proposed by Whyte, preferring instead that they receive a 'general education and the culture and breadth of outlook which comes with it' (AJA, 1919, p. 31-3; Stuart, p. 104).

Stuart identifies a number of working journalists, and even a former journalist-turned

academic, Walter Murdoch, who are opposed to the requirement that journalists submit to university qualifications in part or full. Murdoch, for example, was opposed to the suggestion that journalists should be required to sit university exams:

Ability to pass examinations is one thing – journalistic ability is quite another thing; and some of the ablest journalist I have known have been men who did not distinguish themselves at school, and could not have passed even an entrance examination to a university. Put what obstacles you will in the way of entrance to a journalistic career, but let them be such obstacles as are to be overcome by the kind of ability a journalist needs, not by some other irrelevant kind of ability (AJA, 1918m, p. 483; Stuart, p. 105).

Murdoch believed that practical journalism classes should not be run by universities. Instead, they should be conducted ‘side by side by side’ with the university-based programs of study. A stronger view was taken by another prominent academic, Edward Shann, who argued in relation to the Queensland proposal:

As to the proposed Diploma in Journalism, I have grave doubts, both as a university teacher and as an observer of journalists since babyhood on a journalist’s knee. In the former capacity, I am no believer in the granting of diplomas in things a university does not, and perhaps cannot, teach (Shann, 1920, p. 210).

Significantly, however, Shann did give the lectures on History and Economics to participants in the West Australian program.

Old time journalists were clearly threatened by the prospect of having to compete with university-trained journalists. One correspondent to the AJA newspaper expressed concern that the US-based university programs were producing too many graduates who were ‘educationally superior to the old time journalists’ (AJA, 1919r, p. 253; Stuart, p. 106). Another warned against universities issuing diplomas ‘pretending to be a certificate of excellence in the performance of newspaper work’ (Stuart, 105). However, there did appear to be support from at least some proprietors and management (Stuart, 111), including the managing director of the Perth Daily News, who provided the committee with 20 guineas to help establish a library for the use of journalists who enrolled in the West Australian diploma course (AJA, 1918h, p. 445; Stuart, p. 111)

While the proposal appeared to gain support in WA, Qld, Victoria and NSW, there was less support in Tasmania. While the university and the AJA were keen, there were a number of stumbling blocks, including an apparent resistance from potential candidates and the money required to employ an English lecturer. It was not until the 1990s that Tasmania introduced its first university-based journalism program. South Australia was similarly slow to introduce a university-based program. While the state branch of the AJA set up a committee in 1918 to investigate the possibility of a degree program, it was not until 1958 that Adelaide University introduced a course on journalism law. The one-off course consisted of 10 two-hour sessions and was run by the Department of Adult Education (AJA, 1958a, p. 3; Stuart, p. 109). The first diploma course was not introduced until 1974 and was offered at Murray Park CAE, a forerunner to the University of South Australia.

Much of the debate in the early years involved the content of the courses, primarily whether the universities should be offering Journalism units. Significantly, the universities found that enrolments increased when practical journalism units were offered alongside the traditional Arts—based units. However, enrolments were still low, as journalists struggled to balance their work obligations with study commitments. Invariably, there was a sizeable drop off in enrolments as the year progressed.

The universities, CAEs and Journalism education and training

The first journalism courses were introduced by the University of Western Australia in 1928, followed by Sydney, Queensland and Melbourne universities. Significantly, these courses were taught by practising journalists (Stuart, p. 253), and were considered to be journalism training as opposed to education. The fact that they were taught within a university environment, however, led Stuart to suggest that they provided a 'nexus between journalism education and training' (Stuart, p. 253). The significance of these courses was highlighted in 1948 when all Brisbane-based cadets were required to enrol in the University of Queensland (UQ) program. Melbourne-based cadets were also encouraged to enrol in the Melbourne University program – the latter, according to Stuart, as a substitute for some of the in-house courses that were required under the award (p. 253). However, it is accepted that these first four courses – offered at diploma level – were 'unredeemed failures' (Mayer, 1965; Stuart, p. 254).

Despite the apparent success of the US-based courses, the Australian programs tended to be based on the UK's Oxbridge model. However, this did not mean that there was a uniformity of content. Those that were run by journalists tended to be more practical in focus, while those established under academics were more theoretical. In fact Stuart warned (p. 255) that unless steps were taken to develop a uniform curriculum (his term was 'homogenise' the offerings), they would continue to develop in different directions.

Today, Journalism is offered at 32 universities, with another program due to commence at the Australian Catholic University in Brisbane. This does not include offerings available through Open Universities Australia (OUA) or private providers such as the JSchool in Brisbane and Macleay College in Sydney. Of the university-based programs, fewer than half offer a discrete Bachelor of Journalism, the majority preferring to offer a smaller suite of subjects that are variously badged under a Bachelor of Arts, Bachelor of Media or Bachelor of Communication/s.

Chapter 3

Recent industry approaches to training.

Following the passing of the *Fair Work Act* and the establishment of Fair Work Australia (now the Fair Work Commission) in 2009, there was a move to rationalise industrial awards. For journalists, two principal awards were negotiated. They were:

- (1) *Journalists (Published Media) Award 2010*; and
- (2) *Broadcasting and Recorded Entertainment 2010*

These were designed as catch-alls to cater for journalists who were not covered by a workplace specific Enterprise Agreement (EA). A list of Enterprise Agreements is available via the Fair Work Commission Website. The agreements can be located under five industry headings in the 'Find an Agreement' search engine. They are Broadcasting and Recorded Entertainment, Journalism, Printing Industry, Publishing Industry and Telecommunications Services (see <http://www.fwc.gov.au/index.cfm?pagename=agreementsfind>).

A search using the term 'Broadcasting' will produce EAs covering Channel 7, Channel 10, ABC, SBS and TBN. The 'Journalism', 'Printing Industry', 'Publishing Industry' and 'Telecommunications Services' searches will produce EAs covering the major print industry employers, including News Ltd, Fairfax, ACP, Pacific Magazines and AAP, as well as a number of smaller employers. Of these, the Journalism and Publishing Industry searches produce the richest data. However all are valuable tools for researchers as they provide access to earlier EBAs – those that have been superceded by, but nonetheless informed, the development of, the modern awards. Given that the EAs and the two generalist awards were negotiated by the Media Entertainment and Arts Alliance (MEAA) on behalf of journalists, it is not surprising that many of the provisions are similar, if not identical, in their wording.

Definitions of cadet

Of particular interest from the perspective of this study are the provisions relating to the definition of, and training to be provided for, cadets. Under the two new catchall awards, a cadet is defined as:

'... an employee who is constantly or regularly in training in the collection of and/or preparation of matter for television or radio news services and current affairs programs' (Broadcast Award, p. 6)

and

'... an employee who is constantly or regularly in training for journalism, press photography or editorial art and who has not become classified as an award level employee' (Journalists Published Media Award, 2010, p. 4)

These and/or similar definitions have been adopted under individual workplace-based EAs. For example, the Fairfax Community Newspaper Award 2012 (FCN) defines a cadet journalist as:

‘... an employee who is constantly or regularly in training for journalism or who substantially does the work of one in training for journalism or who has not had three years experience in journalism’ (FCN 2012, cl. 11.1, p. 24).

The awards distinguish between graduate cadets and standard cadets (cf Published Award, s. 13.1(a)(i) & (ii); Broadcast Award, s. 11.2(a-d)). These distinctions are also made in the employer-specific agreements. The Published Media Award (PMA) defines a graduate cadet as: ‘an employee with either an appropriate diploma or degree (as determined by the employer) from a tertiary institution’ (See s. 13.2(a)). Standard cadets, on the other hand, are classified as entry-level employees ‘other than a graduate’ (s. 13.3(a)). Generally standard cadets enter journalism straight from high school, although the basic qualifications are not mandated in either the Broadcast or Published Media awards. A number of employer specific awards, on the other hand, have set minimum entry requirements for standard cadets, although these are often discretionary. The Journalists (Rural Press) Agricultural Publishing award covering the period 2006-09, provides the following qualifier:

The Higher School Certificate or its equivalent year 12 qualification normally will be the minimum entry requirement for [a] cadetship. The employer shall have the right to appoint to [a] cadetship a person without such a qualification (p. 3; See also SBS award 2011, p. 53; Fairfax 2006 Agreement, p. 10; News Ltd Metropolitan Award 2010, p. 4).

One interesting – and recent – move is the decision of some employers to discard the term ‘cadet’ in favour of ‘trainee’. The Channel 10 EA, for example, defines a trainee as ‘an employee who is regularly in training to develop skills, knowledge and experience in television production, operations, engineering or journalism’ (See Cl. 2.3). The EA goes on to explain the use of the term trainee:

‘Trainee positions shall be specifically identified as training roles. The position shall predominantly focus on development of the trainee to a competent level where they will handle the full requirements of a role’ (Channel 10, 2011, p. 7, cl. 2.3).

Others, however, including News Ltd, have adopted the term ‘trainee’ in advertisements, contracts and in-house training material, although the EAs continue to use the term ‘cadet’.

Training periods

The awards set training periods of up to one year for graduate cadets and three years for a standard cadet ‘provided training requirements are met’ (cf Published Media Award S. 13.2(b) and 13.3 (b); Broadcast Award S. 11.2 (a-d)), and individual company awards. All awards provide for the promotion of standard cadets to third year if they complete their tertiary qualifications in the first or second year of their cadetship. Interestingly, the Channel 7 (2010) EA defines a cadet journalist as ‘hold[ing] relevant tertiary qualifications and has less than 12 months experience’ (see p. 65), suggesting that a degree is now its entry level qualification. As with the other awards, Channel 7 recognises the cadetship as a period of training. It is ‘a “learning and doing” position exercising minimal judgement’ (see

Channel 7 EA, p. 65). The Channel 10 EA is similarly worded: 'Trainee programs shall be specifically identified as training roles. The position shall predominantly focus on development of the trainee to a competent level where they will handle the full requirements of a role' (see cl. 2.3). However, the Channel 7 is the only EA that provides a clear position statement for cadets, the others speaking in general terms about the expectations associated with the role.

The nature of training

All awards make formal provision for the on-going training of cadets or trainees, although the wording of these provisions varies from the general to the specific. For example, the WA Newspapers Award states that:

'A cadet shall be fully and thoroughly taught and instructed in the profession of journalism. Cadets shall be instructed progressively throughout their cadetship ...' (see clause 16.4, p. 8).

The Journalists (RDA) Agreement 2010 contains similar wording, before expanding on the nature of training to be provided. Under clause 10.4.5(a), training is identified as:

- instruction and practical demonstration in newsgathering (including accompanying graded journalists on assignments), copy preparation, news presentation and sub-editing;
- occasional testing as to knowledge of newspaper reading and current affairs; and
- learning shorthand and keyboarding and occasionally being examined to determine the progress being made (see RDA award, 2010, p. 10).

The FCN NSW 2012 award seeks to identify the training cadets will receive under clauses 11.5 and 11.6. They include the following:

- 11.5: A cadet journalist shall be fully and thoroughly taught and instructed by the company in the profession of journalism in accordance with the following syllabus:
- 11.5.1: Cadets shall be instructed progressively throughout their cadetship in practical journalism and a responsible person shall supervise such training.
- 11.5.2: A person entering upon his/her cadetship shall be made familiar with the activities of the various departments so that he/she may have a full knowledge of the handling of news from its collection to its publication, learn shorthand and typewriting and be examined from time to time to determine the progress being made.
- 11.6: Cadet journalists shall be given wide practical experience in reporting work and not be restricted to one class of work unless they are being trained in specific branches of journalism
- 11.6.1: Cadets from time to time shall accompany classified journalists on assignment to receive practical instruction (see p. 24).

The FCN Vic Award 2012 is even more specific. Training is covered under clause 5.2:

A cadet journalist shall be thoroughly taught and instructed by the company in the profession of journalism, in accordance with the following:

- They will be offered the opportunity to participate in shorthand training if the company is providing such training;
- A photography cadet will be instructed in the technical and creative aspects of photographic work;
- All cadets will be instructed in the practical facets of journalism and associated skills and will be assisted by a senior editorial person;
- A person entering upon his or her cadetship will be made familiar with the processes and operations of all relevant departments, to provide a full understanding of the publishing process. This includes photographic cadets who will be specifically taught the processes pertaining to the handling and production of photographs and images;
- The cadet will be monitored and reviewed progressively to determine the person's skill development and progress;
- Cadets will be provided with wide and varied practical experience in interviewing, reporting, photography and associated tasks and not restricted to one area of work; unless they are intending to enter specialized areas of journalism;
- Cadets will regularly accompany experienced/senior journalists on assignments and rounds in order to gain practical instruction.

The News Ltd Community Newspaper Agreement 2011 provides little detail regarding the specifics of cadet training. Training generally is covered in clauses 9.1 and 9.2 of the agreement, beginning with a motherhood statement:

9.1: The parties acknowledge the value of training. It is recognised that in order to increase productivity, efficiency and flexibility and to enhance career opportunities and job security, Employees agree to undertake all forms of training and skill development as required.

9.2: Employees will be given the opportunity to access training, as developed and required by the Company, within ordinary rostered working time. At their election they may access such training in their own time and/or within ordinary rostered working time.

Cadet training is covered under cl. 17 of the News Ltd Community Agreement, specifically sub clauses 17.5 and 17.6. Apart from a promise under 17.5(a) that 'cadets shall be instructed progressively throughout their cadetship in practical journalism ...' and a detailed discussion of the prerequisite that cadets shall be instructed in shorthand before they can

progress (s. 17.6 (a-d) and 17.7), the most significant statement is contained in s. 17.6(e): 'Cadets are also required to successfully complete any online training required by a company, in company time, in order to progress through grades.' Significantly, News Ltd has poured significant resources into the development of online training modules to cater for the ongoing development needs of all editorial staff, graded and trainee alike. Interestingly, this does not appear to be reflected in the wording of other News Ltd EAs.

One of the most detailed references to the specifics of cadet training is provided under cl. 11.3 of the Broadcast Award:

- a. Cadets must be instructed progressively throughout their cadetship in practical journalism and a responsible person will supervise that training. Cadets must also be given the opportunity to acquire a full knowledge of the handling of news/current affairs from its collection to its broadcast/televising.
- b. A cadet must be given instruction and practical demonstrations in matters such as news presentation and sub-editing.
- c. A cadet must retain copies of material prepared by the cadet for checking by, and discussion with, the person responsible for cadet training.
- d. A cadet may be given explanations concerning changes to the material prepared by the cadet.
- e. A cadet is required to attend or study a series of lectures by senior journalists and/or other authorities on the theory and practices of journalism, such as lectures on the laws or practices currently in force on the subjects of libel, contempt of court, parliamentary and court privilege and also lectures on political and economic or other subjects of value to the cadet.
- f. Lectures given during study for a diploma of journalism course are deemed to be lectures for purposes of these requirements.
- g. A cadet must be tested from time to time to ascertain the level of knowledge of news and/or current affairs.
- h. A cadet must learn shorthand and typewriting and must be examined from time to time to determine the progress being made, subject to the following ... (See CI 11.3).

By comparison, the Published Media Award appears to attach less importance to cadet training, devoting just two clauses to it:

13.4(a) A cadet journalist will be fully and thoroughly taught and instructed by the employer in practical journalism as it operates in the office in which the cadet is employed. An experienced person will supervise the training of the cadet. The training will include the handling of news from its collection to its publication. Cadets in press photography or editorial art will be provided with the appropriate training.

and

13.4(b) A cadet journalist will be permitted to be absent during working hours for periods of up to four hours in any week to attend classes approved by the employer. An additional six hours will be granted to attend at an Australian university for a course in journalism or other approved course. Cadets in press photography and editorial art will be permitted to be absent for up to 10 hours a week to attend classes

approved by the employer. All fees for the studies prescribed will be paid by the cadet and reimbursed by the employer provided that the cadet's conduct and progress are satisfactory. The provision will not apply where the employer pays the fees. The employer is not required to either reimburse or pay for any amounts owed by the cadet under the Higher Education Contribution Scheme.

While a number of the awards refer to lectures by senior staff, few actually detail the content of such lectures. One award to do so is the Fairfax (Agricultural Media) Agreement of 2012-15. Under cl 25.5.1(b) it says:

The cadet shall be required to attend a series of lectures by senior journalists and/or other authorities on the theory and practice of journalism such as lectures on laws or practices currently in force in the State of publication on the subjects of libel, contempt of court, parliamentary and court privilege and also lectures on political or economic or other subjects of value to the cadet, provided that, where the cadet has the opportunity of undertaking a journalism course approved by the employer, in a State where such a course is available, the lectures given in such a course shall be deemed to be lectures for the purpose of this paragraph.

The focus of practical training is covered in cl 25.5.1(a) which states that Journalism cadets:

shall be given instruction and demonstration in matter such as news presentation, sub-editing, proof correction and the opportunity of observing composing and make-up in the composing room. Copies of material prepared by the cadet shall be retained and handed to the person responsible for cadet training who shall check the material with the cadet. Cadets may have the reasons for changes made to their material as published explained by a responsible person.

Time off for training

All awards provide for cadets/trainees to have time-off during rostered hours for training purposes. Under some awards this is limited to four hours per week and is generally allocated for shorthand and/or typing, although it can also include other employer-approved study. Some awards allow an additional six hours per week to enable trainees to complete tertiary studies, or for other training purposes. In some instances access to time off during rostered hours for training is also extended to graded journalists under the award.

Cadets under the RDA Award can receive up to four hours leave per week to attend 'attend shorthand and keyboarding classes and classes approved by the Employer in literature, economics, civics, history, logic and other subjects covered in an approved course in journalism offered by a tertiary institution' (RDA Award, 2010, p. 10). Cadets employed by WA Newspapers are entitled to a maximum of 10 hours leave per week to attend 'employer approved' classes. Under Clause 16.6.1, these include: 'a maximum of four ordinary working hours per week to attend approved shorthand, keyboarding or other classes, lectures or examinations which apply to any specialised branch of journalism, in addition to not more than six hours in any week to attend an Australian university for a course in journalism or

other approved course' (WAN Award, p. 9). Similar provisions are contained under the Pacific Magazines award 2010 (see clauses 15.3 and 15.40 and the ACP award 2010, clauses 13.4 and 13.5). However the Fairfax Community Newspapers Award (2012) provides for only 4 hours study leave per week, covering 'shorthand and typewriting classes, lectures, classes or examinations which apply to any specialised branch of journalism approved by the company and the Alliance and/or subjects prescribed for the course of the Diploma in Journalism granted by an Australian university or other approved course' (Journalists' (FCN NSW Collective Agreement 2012, p. 25). The 2011 AAP agreement likewise provides for only four hours of tuition per week, inclusive of shorthand, typewriting and other lectures/courses (see p. 10) The provisions for training in the FCN agreement are interesting, given that under the Fairfax (Metropolitan Journalists) Agreement 2011, cadets can access up to 10 hours of leave for training per week – four for shorthand and typewriting and six to attend university or other approved course (see Cl. 14.7).

Under clause 16.6.4 of the WAN Award, cl. 13.5 of the ACP Award and cl. 15.4(c) of the Pacific Magazines Award, cadets who receive their grading before gaining tertiary journalism qualifications retain their rights to the study leave entitlements for an additional 12 months after joining the graded staff. This provision is fairly standard in a range of other agreements. In fact, the value employers seem to apply to tertiary qualifications is reflected in the fact that 'standard' cadets – those who enter their traineeship without or before completing tertiary qualifications will automatically be upgraded to third year upon completion of their qualifications, thereby bringing them into line with other graduate cadets. Significantly, all awards provide for the fees associated with such courses to be met by employers, 'provided that the cadet's conduct and progress are satisfactory' (cf ACP Magazines Award, 2010, p. 16; Community Newspaper Group 2013, p. 4). However, a number of awards, including the Community Newspaper Group (CNG) will not reimburse cadets for any HECs obligations they incur (see CNG 2013, cl. 10.5).

A number of the awards directly link training to the 'business needs' of the employer and/or 'the professional development needs of the employees' (see for example, CNG 2013, cl. 11.1; WARN 2011, cl. 34.1). The Channel 10 award is specific in this regard:

Trainee programs shall be developed to meet the present and future needs of TEN. TEN shall use recognised institutional courses to supplement on-the-job training to ensure the all round development of practical competencies for trainees (see cl. 2.3).

The WARN award deals separately with training (cl. 34.1-5) and Cadet employment (cl. 35 (1) – (6)), recognizing that professional development is an ongoing responsibility and not limited to the duration of the cadetship. This is highlighted in a number of clauses throughout the EA, including:

34.1: The employer will provide (where relevant) shorthand training in accordance with the business needs of the employer and the professional development needs of the employees as identified by the employee's performance review or as identified from time to time. The parties acknowledge that facilitation of and participation in training activities is a shared responsibility.

34.2: Where training activities or part thereof are to be conducted during work time the Employer will ensure that the employee is given reasonable opportunity to

complete the activity.

34.3: Where the training activity or part thereof is to be completed outside work time the employee agrees to attend to those activities diligently.

35.2: The parties acknowledge and accept mutual obligations to provide and undertake professional Cadet training, instruction, mentoring and workplace supervision to meet the business needs of the Employer and advance the skills of Cadets.

Shorthand and typing

Much of the training emphasis in the awards relates to the need for trainee journalists to be competent in shorthand and typing, despite an ongoing discussion among senior journalists regarding the benefits of such a skill given (a) the dramatic improvements in technology, and (b) a shrinking pool of people able and willing to teach shorthand. This debate is developed later in the paper. Meanwhile, a number of awards make provision for such training and link the successful attainment of specified shorthand speeds to advancement within the cadet grades and, ultimately, grading as a journalist.

Such a requirement is clearly stated in the Broadcasting Award. For example, cl11.3(h)(i-iv) states:

- a. A cadet is not entitled to become a second year cadet without having attained a minimum standard of 60 words per minute in shorthand
- b. A cadet who commenced [a] cadetship pursuant to clauses 11.2(a) or (b) is not entitled to be classified as a journalist without having obtained a minimum standard of 80 words per minute in shorthand.
- c. Provided that, an employer is in a particular case able to waive the attainment of such standards as a condition of promotion to the next higher year of cadetship or to the classified staff.
- d. Tuition in shorthand will be arranged by the employer either within or outside the office. Whether or not such tuition is given within the office, the person responsible for supervising that part of the training of a cadet must regularly monitor the progress being made by each cadet, and particularly whether or not the cadet's record of attendance at classes is satisfactory.

These, or similar, clauses were common in many of the earlier agreements. For example, the Journalists (Suburban Newspapers) Award 2003 had similarly worded provisions, with one notable addition. Under clause 13.6, cadets transferred to a workplace away from where they began their cadetship are only required to be provided with shorthand training 'where possible' (AW824025 – 2003, p. 9). Current awards provide similar escape clauses. There were some variations, however. For example, the News Ltd (Regional Daily) Award contains different hurdles for graduate and standard cadets. Standard cadets face two hurdles: (a) 60 words when seeking promotion from first year to second year and 120 words to be eligible for grading (News, RD Award 2011 cl 7.3(c)), while graduate cadets are only required to meet the lower standard of 100 words per minute to be eligible for grading (cl 7.2(b)). This probably reflects the fact that the training period for graduate cadets is 'a maximum of one

year' subject to satisfactory completion of the requirements. The 100 word minimum standard is also contained in the Warrnambool Standard EA 2011 (see clause 13.5.3.5).

However, the attainment of shorthand skills is seen as purely aspirational under some awards. For example, the West Australian Regional Newspapers (Editorial) EA 2011, does not link progression within the cadet ranks to a graded position with shorthand proficiency. Under clause 35.3:

'The parties acknowledge difficulties experienced in obtaining local shorthand tuition for cadets. The employee agrees to investigate distance education providers to meet this requirement' (p. 16).

The Fairfax Community Network EA 2012, is similarly worded. Under cl. 5.2 cadets '... will be offered the opportunity to participate in shorthand training if the company is providing such training.' This is significantly different to the approach adopted by News Ltd in relation to its community media trainees who have to meet the 60, 80 and 120 word hurdles mandated in the majority of agreements (See cl. 17.6 News Ltd-MEAA Community Newspapers Agreement 2011). News Ltd also has different standards for cadets employed under its Regional Daily EBA 2011. Under clause 7.2, graduate cadets are required to attain a minimum standard of 100 words per minute before being eligible for grading, while standard cadets are required to reach the higher 120 wpm requirement. In both cases, however, the employer has the capacity to override this requirement (see cl. 7.5(d), that is, to accept a lower threshold).

The SBS agreement no longer requires cadets to be proficient in either typing or shorthand. Under clause 2.8(b) of Schedule C, cadets 'shall learn typewriting and, if they wish, shorthand' (see SBS Enterprise Agreement 2011, p. 54). There are no such provisions under the ABC Enterprise Agreement 2010-13 (see pages 20-1). However, there still remains a clear, albeit qualified, link between shorthand and workplace promotion in a number of print-specific agreements, including those negotiated by News Ltd, Fairfax and WA Newspapers. For example, under Clause 16.3, the WA Newspaper award requires 60, 80 and 120 words respectively of 1st, 2nd and 3rd year cadets. However, the award also provides the company with an escape clause in the following form: 'provided that the employer may waive the attainment of such standards as a condition of promotion to the next higher year of cadetship or to the graded staff as the case may be' (p.8; See also Federal Capital Press Award, cl. 12.3, p. 2).

Managing cadet training

Responsibility for in-house training varies between organisations. Under the EAs, the training role is normally assigned to 'a responsible person' (cf Broadcasting Award 2010, cl 11.3(a); AAP 2011, p. 9, cl. 11.4.1; Fairfax (Ag Media) 2012-15, p. 9, cl. 25.4.1; ACP Magazines 2010, p. 14, cl 13.3(a); Fairfax Metro Agreement 2011, cl. 14.3(a); WAN cl 16.4; ABC 2010-13, cl. 16.1.3; SBS 2011, schedule C, cl. 2.7). The Published Media Award 2010, and the RDA award 2010 allocate responsibility for supervising cadet training to 'an experienced person' (see clause 13.4(a) of the JPM Award; cl 10.4.5(a) of the RDA award). Under the AAP agreement (2011) responsibility for organizing 'a series of suitable lectures'

rests with the Editor-in-Chief (cl 11.4.2, p. 9), while under the WAN model, responsibility for organizing the lecture program rests with 'the employer and editor' (cl. 16.4). This responsibility rests with the editor under the Pacific Magazines EA 2010 (see cl. 15.3(b)).

A number of the larger media organisations have designated editorial training positions, with small teams of staff responsible for coordinating national training, as well as in-house training programs for staff at individual titles. The people responsible for managing the training include Learning delivery Lead – Editorial (News Ltd), Training Editor (Fairfax), Staff Development Editor (The West Australian), and Manager Staff Development (ABC News). Most of the smaller organisations, however, do not have formal training positions, although the title 'cadet counsellor' is often utilised (cf Fairfax (Ag. Media) 2012-15, cl. 25.4.1, p. 39).

Sink or swim?

As the first part of this chapter reveals, the industry attitude towards cadet training has historically been one of sink or swim. However, the wording of modern agreements suggests that the commitment to cadet training has improved dramatically in recent years, with considerable resources being set aside for this purpose, both in-house and externally. While the current turmoil within the industry has witnessed a reduction in the number of cadetships being offered, and often a commensurate abandonment of national cadet intakes in preference for appointments on an as-needs basis, media organisations continue to run high quality induction programs.

For example, Under the Fairfax (Ag Media) EBA cadets receive a minimum four week induction. This provision was also contained in the Rural Press award which the Fairfax Award (2012-15) replaced. Inductions are also provided by Fairfax, News Ltd and the ABC, but are not mandated in their respective awards. According to the following screenshot of the Fairfax website, the induction program covers a range of topics, including:

What happens in a traineeship year?

The traineeship year starts in February with a four-week induction. This induction introduces trainees to Fairfax Media, the roles of different departments at the publications and provides an early opportunity to meet senior staff within the editorial departments. During this initial month in the classroom, trainees take part in simulated news writing exercises designed to expose them to a range of writing and reporting problems. They also begin learning Teeline shorthand.

After the induction, trainees work four days a week as junior journalists and one day a week training in the classroom. Shorthand training continues and training in areas such as news and feature writing, interviewing skills, media law, and computer assisted reporting is given. Guest lecturers are invited to talk to trainees about their experiences in journalism.

Trainees spend time working in different sections of the publication, such as news, sport, business and online, during their trainee year. Each rotation gives the trainee some experience of writing in that particular section.

During the year, trainees are also withdrawn from the newsroom for further training.

The depth of material covered in these inductions is reflected in the programs run by the ABC and News Ltd. For example, the ABC program runs over 11 days (in two blocks of five days and six days respectively). The first week coincides with the start of the cadetship in February each year, followed by a second week mid year. All cadets are flown to Sydney for these compulsory sessions. As Table 2.1 (below) reveals, the first week of training is a combination of induction and training, with the latter focused on radio. Training is provided in-house, with the ABC drawing on its domestic and international journalists to run sessions.

Following this initial session, cadets return to their host newsroom, where they are assigned a mentor. They work closely with the mentor over the 12 months of their cadetship. This includes formal weekly meetings, with informal access on a daily basis. The cadets are also required to complete an After Assignment Review sheet on a weekly basis. This is sent to Sydney for feedback from the Manager Staff Development. The weekly review provides cadets with an opportunity to provide a run-down of what they did during the week, what they have learnt and what they are struggling with. They also submit a six weekly written report to their mentors who are required to provide feedback, commenting the cadet's strengths and weaknesses, with suggestions as to how they may remedy any problems.

Table 3.1: ABC Training Program, Week 1

Day	
1	• Introduction to the course • Working in teams • Tour of the ABC • Presentation of recent stories by ABC journalists, what you can achieve in your job, why people like working for the ABC • Meeting with Kerry O'Brien • Finding your place in the newsroom: • Who's who, • The flow of news in radio and TV, • The importance of the ABC's editorial policies • Meeting with ABC MD. • A look at iNews
2	Media law: full day session
3	• Trauma awareness • Microphones – tips and tricks • Precision in journalism • Generating news stories • Developing your coverage and advancing a developing story
4	• Researching for radio news • Talk by Sally Sara on getting the best stories • Interviewing for radio • Writing for radio • Presenting radio news reports
5	• Handling difficult interviews • Filing from the field • Reporting live for radio news • Online session/multiplatform reporting

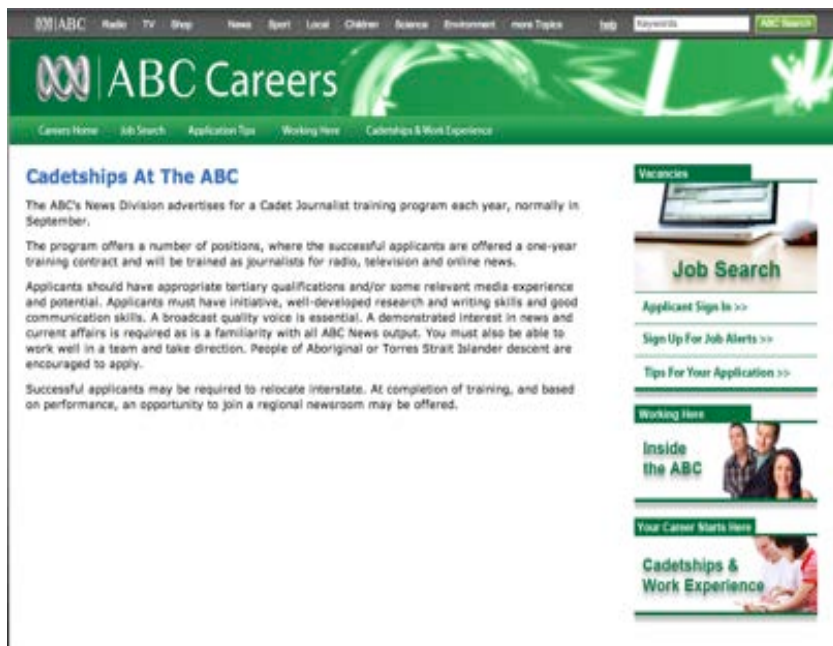
The second week of training focuses on television news and multiplatform reporting. The detail of the 2013 program is summarised in Table 3.2 (below).

Table 3.2: ABC Training program, week 2	
Day	
1	News assignment safety training course
2	Multiplatform and specialist reporting (the personal view from a former cadet) Masterclass on social media Multiplatform remote reporting (getting the job done while dealing with rolling deadlines, limited resources and unreliable equipment) Cadet debrief on the first week of training Editorial policies refresher
3	Generating, researching and planning stories for television news: • Pitching TV story ideas (Masterclass, followed by a series of cadet exercises in which they pitch stories, have them critiqued and then re-pitch them) • Researching stories and thinking pictures • Researching and planning stories – principles and practices, followed by cadet exercises and a short notice assignment
4	Gathering interviews, pictures and sound for TV news: • All-in interview in which each cadet is given three questions they must ask. The interview is recorded, reviewed and critiqued; • Cadets repeat the all-in interview, taking into account earlier feedback. • One-on-one three minute interview with evasive interviewee on a set topic. The interview is recorded, critiqued and re-done, based on feedback and additional planning by the cadet. • Working with crews (Masterclass on tips and techniques, followed by cadets presenting their own experiences with crews) • Shooting to the plan (Cadet exercises followed by feedback, tips and a discussion of techniques) •
5	How to write television news: Scripting for TV – principles and practices; • Telling your story (Masterclass) • Scripting to pictures (cadet exercise) • Present: The PTC (Cadet exercises and critiques)
6	Telling your story for television news: • Live crosses and Q&As • Preparing for a live cross, • Simulating a live cross • Rants (preparation and delivery) • Multiplatform reporting • (cadet presentation on their own experiences) • Masterclass: Reporting Fukushima

The News Ltd program is currently run on a state-by-state basis. The Victorian model is based around an induction program that historically has been run over three to four weeks. During the induction, trainees visit a number of newspapers and have briefings with senior editorial people. They have media law sessions with company lawyers, start their shorthand training and begin a nine-month long on-line reporting course. Trainees also receive instruction on interviewing, and have skill development sessions on the use of technology, including how to best use their smart phone for live crosses, general video news filming and thinking visually. The technology sessions include an introductory voice coaching session.

What are employers looking for?

This is a difficult question to answer, as their advertisements appear deliberately vague so as to increase the pool of potential applicants. As the following selection of advertisements reveals, there is no industry mandated requirement that applicants should have tertiary qualifications in journalism or communications. The ABC advertisement is a case in point. It refers to ‘appropriate tertiary qualifications and/or some relevant media experience and potential’.



The screenshot shows the ABC Careers website. The main heading is 'Cadetships At The ABC'. Below it, the text states: 'The ABC's News Division advertises for a Cadet Journalist training program each year, normally in September. The program offers a number of positions, where the successful applicants are offered a one-year training contract and will be trained as journalists for radio, television and online news. Applicants should have appropriate tertiary qualifications and/or some relevant media experience and potential. Applicants must have initiative, well-developed research and writing skills and good communication skills. A broadcast quality voice is essential. A demonstrated interest in news and current affairs is required as is a familiarity with all ABC News output. You must also be able to work well in a team and take direction. People of Aboriginal or Torres Strait Islander descent are encouraged to apply. Successful applicants may be required to relocate interstate. At completion of training, and based on performance, an opportunity to join a regional newsroom may be offered.'

On the right side of the page, there are several links and sections: 'Vacancies', 'Job Search', 'Applicant Sign In >>', 'Sign Up For Job Alerts >>', 'Tips For Your Application >>', 'Working Here', 'Inside the ABC', 'Your Career Starts Here', and 'Cadetships & Work Experience'.

According to the WA Newspapers advertisement, ‘the general prerequisite for applicants is to have a university degree in any subject’. The critical words are ‘the general prerequisite’ and ‘in any subject’. The words ‘the general prerequisite’ reinforce the widely accepted view that media organisations do not like to be constrained by the requirement that they should be restricted to employing people with university qualifications (a discussion considered elsewhere in this paper under the heading ‘accreditation’). As a number of the awards – the WAN EA included – point out, the recognised minimum standard for entry to the profession is the satisfactory completion of Year 12, although as the above discussion highlights, this is

advisory only and subject to the qualification that the employer has the right to vary this. The inclusion of the words 'in any subject' suggests that while they believe a university qualification is an advantage to journalistic hopefuls, their qualifications do not need to be in Journalism, perhaps reflecting the age-old view that journalists can be trained on the job.

Journalism Cadetships

Entry to *The West Australian Newspapers* group journalism cadetship program is via the group's regional newspapers.

The general prerequisite for applicants is to have a university degree in any subject.

The cadetships are full-time and paid according to the relevant journalism award.

Cadets are monitored and instructed by regional editors in conjunction with *The West Australian's* Staff Development Editor. At the successful completion of training, cadets are promoted, or graded, and are offered permanent positions within the West Australian Newspapers group.

How to apply:

Applications open on JULY 1 and close on SEPTEMBER 20 each year.

They must be clipped together in loose A4 format (not in individual plastic pockets) and must include:

Application form ([click here](#) for pdf).

A copy of your curriculum vitae.

A copy of your academic record.

Copies of a selection of any published work (A4 format).

A passport-sized photograph of yourself.

A 250-word autobiographical profile in any style

How cadets are selected:

Applicants who proceed to the next level will be invited to take part in selection interviews before a panel of senior editorial executives.

The selection interviews before a panel of senior editorial executives will be held in late November or early December.

Where to send your applications:

Jenni Garrigan
Staff Development Editor
The West Australian
GPO Box N1025
Perth
WA 6843

If you need further information, please do not hesitate to contact Jenni Garriganon (08) 9482 3206 or jenni.garrigan@wanews.com.au

The Fairfax website differentiates between graduate trainees and cadet trainees. The former are required to have 'tertiary qualifications', whereas the minimum educational requirement for a cadet trainee is the completion of Year 12.

What do I need to apply?

Graduate Traineeship

- tertiary qualifications
- a thirst to learn
- an interest in news and current affairs
- an inquiring mind
- an ability to write news and feature stories
- good communication skills

Cadet Traineeship

- successfully completed VCE
- an interest in news and current affairs
- an inquiring mind
- good writing skills
- a thirst to learn
- good communication skills

While the list of requirements for graduate positions does not specify tertiary qualifications in journalism, it does expect candidates to have 'an ability to write news and feature stories'. The list of skills required for cadet trainees, on the other hand, only requires 'good writing skills'. While the requirement for graduate cadets does not preclude applicants without a degree in journalism, it does seem to suggest that the selection criteria favour such graduates. This preference is clearly evident in a recent advertisement for a cadet at the Lakes Mail (see below).

The advertisement was open to graduate trainees and cadet trainees, with the specific requirement that the former would require 'an appropriate journalism degree' and that the latter had 'completed the HSC'.

Fairfaxcareers

THE STANDARD

Cadet Journalist

CADET JOURNALIST

Newcastle Newspapers Pty Ltd, publisher of the Lakes Mail, is seeking to recruit a talented and hard-working person to undertake a journalism cadetship with the newspaper.

The Lakes Mail is a free weekly (Thursday) community newspaper delivered to homes and businesses along the western shore of Lake Macquarie, and the northern reaches of Wyong Shire. This is an exciting opportunity to join Fairfax Media, Australia's leading multimedia company.

The successful applicant will be a strong all-rounder. Writing duties are likely to include everything from local community news and entertainment to real estate, sport, and advertising features.

We're looking for applicants with a can-do attitude, a patient and conscientious approach, and a preparedness to follow instructions and pitch in to help wherever and whenever required.

The successful applicant will have completed the Higher School Certificate or an appropriate journalism degree, and will undertake a cadetship of one to three years' duration. During the cadetship training will be offered in reporting, photography, shorthand, sub-editing, layout and website maintenance.

You will receive continued mentoring and guidance by the editor.

Applicants must submit a resume and any portfolios of published work. Interested applicants are invited to apply online at <http://careers.fairfax.com.au>, quoting job No. 892544.

Please address your applications to the attention of David Stewart, Editor by the closing date Tuesday, August 27, 2013.

Businesses in the Fairfax Media group do not accept unsolicited agency resumes. Fairfax Media is not responsible for any fees related to unsolicited resumes.

The News Ltd (Victoria) advertisement (right) is very interesting in that it makes no reference to academic qualifications: the focus is on media consumers. While the advertisement calls for people who 'crave news' and read a range of newspapers, as well as engaging with online news sites and blogs, the focus is on new technology. Applicants need to be 'connected', with an understanding of Twitter and Facebook, the capacity to use the camera facility of their smart phone, and 'really want to report, video and write the stories that happen every day'.

However the preference for applicants with a degree in journalism or significant journalistic experience is confirmed in the 11-page application to which the advertisement electronically links

(http://media.heraldsun.com.au/news/leadernews/traineeships/application_2013_14.pdf). Among the first tasks applicants are required to provide is their highest academic qualification. This is followed by a 30 second video with voiceover that covers a local event. Potential applicants are then required to address 35 questions which cover a range of topics,

TRAINEE JOURNALISTS

You want to know what's going on, where it's happening and why. You crave news and information and you want to be part of it. You want to tell stories, in words and pictures. You can write clearly and concisely. You know how to use a camera in your phone to capture telling images. You know Twitter and Facebook and you monitor news sites and blogs. You know the difference between a good app and an ordinary one. You read magazines and newspapers, whether they are community, regional or metro, national or international. You have a need to be connected and you really want to report, video and write the stories that happen every day.



If this is you, apply to become part of the trainee journalism program that covers regional, suburban and metropolitan Victoria.

This is a News Ltd initiative to identify and employ those people with the ability and passion to help forge our multimedia future. It is a 12-month course that will provide an introduction to the range of skills needed for modern journalists but it will also demand commitment, hard work and enterprise. Those who make it through the course will take their place in our newsrooms of the future.

To apply, go to leadernews.com.au and download the application form. Applications close on Friday, May 13 at 5pm.

including decision-making, their capacity to work with others, team-work, understanding of journalism, media consumption habits, journalistic writing ability and understanding of journalism ethics and law.

Cadet salaries

The expectation that graduate cadets will bring higher level skills to their traineeship than standard cadets is reflected in the different salaries they receive upon appointment. As discussed above, the majority of standard trainees will start as a first year cadet and would expect to spend three years – or close to that – before they are graded. Graduate trainees are generally appointed as third year cadets, with the expectation that they would spend a maximum of one year before being graded. At least one award – the since replaced Northern Star Certified Agreement 2008 – provided for trainees with qualifications from non-university training institutions such as Queensland’s J-School and the Sydney-based Macleay College to commence as second year trainees.

Cadet and trainee salaries are generally set as a percentage of the minimum salary paid to graded journalists. The salary is usually set as a percentage of the base salary earned by a J1 or Level 1 Journalist, although this can vary between awards. Under the awards analysed for this paper, the minimum salary payable to a first year cadet ranged from 60% to 75%, second year either 75% or 80% and third year as either 90% or 95% of the benchmark grade. The SBS award does not provide a percentage breakdown, instead situating cadet salaries within Band 1 (see SBS award 2011, Appendix A, p. 46). The ABC Award advises that cadet and trainee salaries ‘will be determined in accordance with the relevant Work Level Standards and the performance management system’ (see cl. 16.1.4). At the time of writing, the Work Level Standards had not been linked to, or included in the EA. A range of salary details set as a percentage of graded scales are summarised in Table 3.3 (below).

Table 3.3: Cadet salaries		
	Year of traineeship/cadetship	Percentage of benchmark level*
Journalists Published Media Award 2010	1	60
	2	75
	3	90
Broadcast Media Award	1	60
	2	75
	3	90
Network 10 Staff Enterprise Agreement 2011 EA	1	60
	2	75
	3	90
Community Newspaper Group EA 2013	1	65
	2	80
	3	90
WA Regional Newspapers Editorial EBA 2011	1	60
	2	75

	3	90
Federal Capital Press 2010 Award	1	60
	2	75
	3	90
Fairfax Community Network Editorial Department EBA 2012.	1	70
	2	80
	3	90
News Ltd Community Newspapers Agreement 2011	1	65
	2	80
	3	90
News Ltd Metropolitan Agreement 2010	1	75
	2	85
	3	95
News Ltd Regional Daily Agreement 2010	1	65
	2	80
	3	90

* Note that the awards designate these as minimum amounts, thereby giving employers the opportunity to increase the salaries of individual employees based on other factors, such as age when they enter Journalism and other experience they may bring with them.

While the data contained in Table 3.3 is useful, it does not reflect the salary disparities across, or even within, companies. It is widely acknowledged that cadets or trainees appointed to positions with the metropolitan newspapers or the larger broadcasting networks will attract higher salaries than similarly skilled graduates who are appointed to positions in smaller media outlets, even if they are subsidiaries of larger companies.

Chapter 4

The current state of Journalism education in Australia

This chapter begins by seeking to identify the Australian universities that claim to prepare their graduates for careers in Journalism. Such claims are based in part on the content of promotional material the various universities have published online in order to attract students to their degree programs, both undergraduate and postgraduate. It is also based in part on the naming of degrees, although as Table 4.2 below reveals, trying to identify the content of degree programs from their titles can be a somewhat difficult task in many cases. Where the degree titles are not self explanatory, we have reverted to the wording of promotional material (see Table 4.3 below).

In the second half of this chapter we seek to answer the question: are there any similarities in the content of undergraduate courses? If so, what are the similarities; if not, what are the differences? While the ideal approach would be to undertake a subject by subject comparison of content, this was not possible during the time frame available for this project. Instead, we will seek to undertake a preliminary analysis by comparing the number and name of individual subjects contained in each degree program, as well as indicating what percentage of the total degree programs these represent.

As table 4.1 below reveals, the majority of universities that profess to prepare their graduates for careers in Journalism are based in NSW (9), Queensland (8) and Victoria (7), with a distinct bias to their respective capitals Sydney, Brisbane and Melbourne. For its population, however, Perth probably has the largest concentration of journalism programs (5). South Australia has two, while Tasmania and the ACT have just one apiece. There are no formal journalism programs in the Northern Territory. This list does not cater for the universities that offer Journalism via distance education or remotely, or those that operate from multiple campuses, except where it is clear that Journalism is offered at the named campuses (for example in the case of Griffith University which offers discrete programs at Nathan and on the Gold Coast).

Today there are in excess of 30 universities teaching Journalism either via dedicated degrees or as majors and minors embedded in generic degrees. Of the undergraduate programs identified in Table 3.2 (below), 28 include the word 'Journalism' in their title. The different degrees range from Bachelor of Journalism (nine instances), followed by Bachelor of Communication (Journalism) with six instances, and BA (Journalism) (five). Two degrees were titled BA (Journalism and Media), while there were single instances of degrees with the following names: Bachelor of Multimedia Journalism, Bachelor of Journalism (Sport), Bachelor of Media (Journalism), Bachelor of Communication (Media and Journalism), BA (Journalism and Mass Communications), Bachelor of Applied Media (Journalism), BA (Media, Journalism and Communications), and BA Communications (Journalism).

Table 4.1: Universities that claim to prepare their students for careers in Journalism

Qld	University of Queensland	Brisbane
	Queensland University of Technology	Brisbane
	Griffith University	Nathan (Brisbane) & Gold Coast
	Bond University	Gold Coast
	James Cook University	Townsville
	Central Queensland University	
	University of the Sunshine Coast	Mooloolaba
	Australian Catholic University	Brisbane
NSW	University of Sydney	Sydney
	University of Technology, Sydney	Sydney
	Macquarie University	Sydney
	University of NSW	Sydney
	Newcastle University	Newcastle
	Southern Cross University	Lismore
	University of Western Sydney	Penrith or Parramatta
	University of Wollongong	Wollongong
	Charles Sturt University	
Victoria	Royal Melbourne Institute of technology (RMIT)	Melbourne
	Swinburne University of Technology	
	Deakin University	
	Monash University	
	LaTrobe University	
	University of Ballarat	
	Victoria University	
South Australia	University of South Australia	Adelaide
	University of Adelaide	Adelaide
Western Australia	Edith Cowan University	Perth
	Curtin University	Perth
	Murdoch University	Perth
	University of Western Australia	Perth
	University of Notre Dam	Perth
ACT	University of Canberra	Canberra
Tasmania	University of Tasmania	Hobart

The undergraduate degrees that did not contain the word ‘journalism’ in their title, but clearly promoted themselves as preparing graduates for careers in this field, included: BA (Media and Communications) and Bachelor of Communications (with four instances apiece),

and B. Communications and Media Studies (2). Single instances of programs not using Journalism in their title, but highlighted such career outcomes in promotional blurbs, included: B. Media Communication, B. Professional Communication, BA (Mass Communication), BA (Media), B. Media and Communication, B. Media (Media & Production), BA (Media, Culture and Communications), and B. Communication (Media Arts Production).

Not surprisingly, the term ‘journalism’ appeared prominently in the postgraduate qualifications on offer. Of the 70 degrees, postgrad certificates and postgrad diplomas included in this paper, the word ‘journalism’ appeared 39 times. Of these, Journalism stood alone in the titles of 27 – nine graduate diplomas of or in Journalism, nine graduate certificates of or in Journalism, and nine Masters of Journalism. Of the latter, three were supplemented. In one case the degree title was Master of Future Journalism, in the second Master of International Journalism, and the third Master of Convergent Journalism. One of the Graduate Certificates also used the term Convergent Journalism. All were clearly attempts to distinguish these offerings from other MJs, an approach a number of universities attempted via double degree programs. While double degree titles were not included in this survey, a number do stand out, including the Master of Journalism and Master of Sustainability (1 instance), and Master of Journalism/Master of International Relations (or Studies) (multiple instances) as seeking to provide a point of difference from their competitors.

There were also clear attempts to differentiate offerings via the use of other titles, particularly in the case of graduate certificates and graduate diplomas. As the list in table 4.2 (below) reveals, the variations included use of the terms ‘broadcasting’, often coupled with ‘radio’ and/or ‘television’, ‘media practice’, ‘multi media’ or ‘digital media’. Often, however, the only suggestion that potential students or employers would have as to the content of the program was the inclusion of the word ‘Journalism’ in a generic degree title, such as Master of Arts (Journalism), or Graduate Certificate in Journalism and Mass Communication(s). In a number of instances, ‘journalism’ did not appear in the title, despite the fact that it was being promoted as a qualification that would help the candidate secure in a career in this field.

Table 4.2: Universities in Australia that teach journalism and the programs offered		
University	Title of degree(s)	2013 ATAR (if known)
Australian Catholic University (Melb)	Bachelor of Media Communication	60.2
ACU (Brisb)	Program being finalised for introduction in 2014	
Bond University	Bachelor of Journalism, B.Comms; M Jour.	na
Central Queensland	Bachelor of Professional Communication; Bachelor of Arts (Journalism);	53.7

University	Bachelor of Business/Bachelor of Professional Communication; Master of Communication.	
Charles Sturt University	Bachelor of Communication (Jour); Bachelor of Sports Studies/B. Communication (Jour); B. Comm (Hons); MA (Jour)	ATAR + essay; 70
Curtin University	Bachelor Arts (Humanities); BA (Mass Communication); Grad. Dip (Journalism); M. Jour.	70; 70
Deakin University	Bachelor of Arts (Media and Communication); Grad Dip (Jour); Grad Cert (Jour). M.Comms	na
Edith Cowan University	Bachelor of Communication (Journalism); Grad. Cert Communications; Grad Dip Communications; Grad. Cert in Broadcasting (Radio); Grad Dip in Broadcasting (Radio); Grad. Diploma of Broadcasting; M.Comms.	55
James Cook University	Bachelor of Multimedia Journalism; MA (Journalism).	64
Griffith University	Bachelor of Journalism; B.Comms; Grad Cert in Journalism and Mass Comm; Grad Dip in Journalism and Mass Comm; Master of Arts in Journalism and Mass Comm; Master of Arts and Media	90
La Trobe University	Bachelor of Journalism; Bachelor of Journalism (Sport); Master of Global Communications	75; 81.05;
Monash University	Bachelor of Journalism; M. Journalism; MJ/ M. Bus.; MJ/M. European and Internat. Studies; MJ/M. IR; MJ/ M. Sustainability; M.Comms.	84.5;
Macquarie University	BA – Media; BA (Media, Culture and Comm); Master of Future Journalism (new 2014); P.G Cert. of Editing and Electronic Publishing	85.4; 75
Murdoch University	Bachelor of Arts (Journalism); Grad Cert (Journalism); Grad Dip (Journalism).	70
Newcastle University	Bachelor of Communication (Journalism); Grad Cert in Digital Media; M. Digital Media.	90
Queensland University of Technology	Bachelor of Journalism; Grad Cert (Jour); M. Jour.	92

RMIT University	Bachelor of Communication (Journalism); Grad Dip (Jour); Master of Communication.	93.15
Southern Cross University	Assoc. Degree of Creative Writing; Bachelor of Media	63.16; 68.15
Swinburne University of Technology	Bachelor of Arts (Journalism); Grad Dip – Arts (M &C); Grad Dip Arts (Commercial Radio); MA (Media and Communication)	65
University of Adelaide	Bachelor of Media (J. major)	68
University of Ballarat	BA/Dip. Professional Writing and Editing	VCE (mature entry)
University of Canberra	Bachelor of Communication in Journalism. Bachelor of Sports Media	Na Na
University of Melbourne	Bachelor of Arts (Media and Communication); MJ.	91.4
University of New England	Bachelor of Media and Communications; Grad Cert in Writing;	72.55;
University of New South Wales	Bachelor of Media (Communication and Journalism); Bachelor of Media (Media and Production); M. Journalism and Communication; M Law, Media and Journalism;	84; 84
University of Notre Dam (Sydney)	BA (Journalism and Media)	na
Notre Dam (Fremantle)	BA (Journalism and Media)	na
University of Queensland	Bachelor of Journalism; BA (Journalism and Mass Comm); Grad Cert (Jour); Grad Dip (Jour) M. Jour.	80; 77
University of South Australia	Bachelor of Journalism; BJ/B. IR; M. Arts (Jour); Grad Dip (J); Grad Cert (J).	81
University of Southern Queensland	Bachelor of Communication (Journalism); Bachelor of Applied Media (Journalism); BA (Journalism).	68; 66; 66
University of Sydney	Bachelor of Arts (Media and Communications); Grad Cert (Media Practice); Grad Dip (Media Practice); Master of Media Practice).	98.5
University of Tasmania	Bachelor in Arts (Journalism, Media and Communications); Hons; Grad Cert, Grad Dip and Masters in Journalism, Media and Communications.	na
University of Technology Sydney	Bachelor of Arts in Communication (Journalism); also coupled with International Studies, Law, or Creative Intelligence and Innovation for double degrees;	89; 94.6; 97.05; na

	Grad Cert (Jour); Grad Dip (Jour); M. Arts (Journalism).	
University of the Sunshine Coast	Bachelor of Journalism; B. Communication Grad Cert (Jour); Grad Dip (Jour); Grad Cert in Digital Design (Print and Imaging); Grad Cert in Digital Design (Print and Electronic Media); Grad Cert in Digital Design (Electronic Media); Master of Communication.	62; 62
University of Western Sydney	Bachelor of Communication (Journalism); B. Comm (Media Arts Production); Bachelor of Communication (Hons); Grad Cert in Convergent Media; Master of Convergent Media.	70; 70;
University of Western Australia	Bachelor of Communication and Media Studies; Master of International Journalism	80
University of Wollongong	Bachelor of Journalism; B.Comms and Media Studies.	75; 75
Victoria University Melbourne	B. Communication; Grad Cert (Comm); Grad Cert (Multi Media); Grad Dip (Comm); Grad Dip (Multi Media); MA (Multi Media); M. Comm;	na

Significantly few universities sought to differentiate their offerings, either at undergraduate or postgraduate level – by incorporating descriptors into the titles that would suggest a response to the technological changes that had recently taken place within the industry. There was only one Bachelor of Multimedia Journalism and one Master of Future Media, with a small number of graduate certificates and graduate diplomas incorporating the term ‘digital’ or ‘convergent’ into their titles.

Journalism programs often attract some of the best and brightest students, and entry into the majority of programs is by competitive entry. In some instances this is based on ATARs, while in other cases it is a combination of ATARS and portfolio, exam or interview. The latter has been introduced by a number of programs in response to claims by prospective employers that ‘we don’t necessarily want the brightest students, we want people with a passion for journalism and a genuine inquisitiveness about the world around them.’

As the final column in Table 4.2 (above) reveals, the Academic entry requirements vary considerably across the various programs (from a high of 98.5 to a low of 53). Given that it was not possible to identify the ATARs for all programs, it is not worth trying to give a median score. However, we’ll return to the individual ATARS later in the chapter when we look at some of the program structures.

Like the titles of the degree programs, the range of ‘journalism’ offerings across the country is immense, both at undergraduate and postgraduate level. Some are practical in focus, while others provide a small percentage of practical subjects to complement a theoretical base. Yet, as the following excerpts from online promotional material that the individual

universities use to promote their programs suggests, they all claim to provide a strong foundation for people wishing to pursue careers in Journalism. They also draw attention to high profile alumni and award winners, where possible.

Table 4.3: Program marketing descriptors – Undergraduate

Bond University	‘Bond University’s Journalism program is recognised internationally for its quality and innovation, incorporating foundations in journalistic traditions with emerging media trends.’ http://www.bond.edu.au/study-at-bond/undergraduate-degrees/list/bachelor-of-journalism/index.htm
CQU	‘CQUniversity’s professional communication program is practically-oriented and focuses on workplace relevance for future public relations and journalism practitioners. Our program provides a unique blend of public relations and journalism theory and practice, and offers an inclusive portfolio of communication practices, such as writing, speech, photography and introductory graphic design as well as specialist professional courses in each area.’ http://www.cqu.edu.au/study/what-can-i-study/business,-accounting-and-law/undergraduate-programs/bachelor-of-professional-communication
Griffith University	This professionally oriented degree has been designed, in conjunction with industry specialists, to ensure graduates have expertise in more than media studies. You'll develop production skills, gain work experience and study topics on which you'll be reporting. < https://www148.griffith.edu.au/programs-courses/Program/OverviewAndFees?ProgramCode=1254 >
QUT	QUT’s journalism degree will inspire your curiosity and prepare you to investigate, write and present news across platforms including online, print, radio and television. Hands-on production experience combined with knowledge of theory and context will provide you with a foundation for your journalism career in the twenty-first century. Throughout the course you will gain practical skills and have the opportunity to contribute industry-standard content to QUT News and other outlets. You will have access to state-of-the-art equipment and facilities including dedicated newsrooms, radio and TV studios, editing suites and production offices. Your teachers will include working professionals and internationally renowned scholars of journalism and media studies. Journalism staff maintain close links to the industry through their association with high-profile awards and organisations. Our graduates include senior Australian journalists such as Michael Crutcher, editor of The Courier-Mail, Leigh Sales, Leila McKinnon, and Karl Stefanovic.< http://www.qut.edu.au/study/courses/bachelor-of-journalism >
UQ	The University of Queensland has offered a highly respected Journalism program since 1921, making ours the longest established and most extensive program in Australia. Our outlook is progressive and our journalism courses keep pace with the latest developments in, and thinking about, journalism. Many distinguished journalists (in Australia and overseas) participate in activities associated with the program.<

	http://www.uq.edu.au/study/program.html?acad_prog=2040#australian >
JCU	This course gives you traditional journalism skills, plus an opportunity to master the technology - sound, image and vision - for careers in online and mobile media environments. Students at JCU use the latest multimedia technology and contribute stories to our online news platform. < http://www-public.jcu.edu.au/courses/course_info/index.htm?userText=103510-#.UjVK-VNVucY >
USC	Gain professional skills and a deep understanding of print, broadcast and digital media. Courses are taught by industry professionals and include news writing, online journalism, feature writing, visual journalism, media law, editing and investigative reporting. Build a portfolio of professional-level published work, with opportunities to participate in an internship to gain industry experience and industry-integrated projects. Select a minor in another discipline to broaden the degree and enhance career opportunities.< http://www.usc.edu.au/study/courses-and-programs/bachelor-degrees-undergraduate-programs/bachelor-of-journalism >
Newcastle	The Bachelor of Communication not only offers a broad range of practical skills required for work relating to journalism, public relations and media production; but also a deeper understanding of the complexities involved in the creation and interpretation of meaning. This in turn prepares graduates for careers as professional communicators in diverse industries. < http://www.newcastle.edu.au/school/design-communication-it/areas-of-study/communication/ >
UTS	This degree develops professional skills across all media and critically engages with the intellectual, ethical and political foundations of journalism. This course is designed to meet the essential practical skills and theoretical knowledge needed for a career in journalism. Students gain a crucial understanding of the role that journalists play in creating a democratic public sphere, providing a forum for debate and giving voice to diverse communities. The course equips students with advanced research, writing, reporting and analytical skills for print, television, video, radio, audio and online media; and knowledge of the intellectual, ethical and political foundations of journalism. < http://www.uts.edu.au/future-students/find-a-course/courses/c10246 >
USyd	The Bachelor of Arts (Media and Communications) degree offers you an exciting combination of academic excellence and professional training in media and communications. Our degree features a unique blend of traditional arts and social sciences subjects with practical news production and media training. The degree links practical experience in media writing; radio, video, online media production; and media relations; with a scholarly and critical education in media and communications theory and practice. You will acquire a broad array of skills that are tailored to meet the needs of the ever-changing media and communications industries, with no requirements to specialise in a particular media area. Consequently, our flexible degree structure enables you

	to pursue wide-ranging interests through studies in the humanities and social sciences, and/or languages, while still gaining a comprehensive overview of the theory and practice of Media and Communications. < http://sydney.edu.au/arts/future_students/courses/undergraduate/arts_media_communications.shtml>
UNSW	The Bachelor of Media (Communication and Journalism) [UNSW BMedia (C&J)] is designed to provide you with foundational and applied skills, knowledge and capabilities in professional communication and journalism. It equips students to be effective producers and analysts of a wide range of communication practices, informed by a solid understanding of media theory. Relevant career pathways include journalism, corporate and organizational communication, public sector communication and public relations. While specialising in Communication and Journalism, students will also be immersed in the culture and philosophy of media studies through their courses in the media core. Students also access free electives that provide a more general education. < http://www.handbook.unsw.edu.au/undergraduate/programs/2013/3429.html>
UWS	The Journalism major of the Bachelor of Communication gives you the skills and on-the-ground experience you need to succeed in modern journalism. The major integrates an understanding of how communication works with real world experience in broadcast, print and online journalism. You will develop journalism skills for newspapers, magazines, internet, radio, television, corporate and community media contexts, and you will come to understand news team culture and management.< The Journalism major of the Bachelor of Communication gives you the skills and on-the-ground experience you need to succeed in modern journalism. The major integrates an understanding of how communication works with real world experience in broadcast, print and online journalism. You will develop journalism skills for newspapers, magazines, internet, radio, television, corporate and community media contexts, and you will come to understand news team culture and management.< http://future.uws.edu.au/future_students_home/ug/creative_and_communication_arts/bachelor_of_communication_journalism>
UoW	The Bachelor of Journalism course caters for students planning a career in journalism or a related field. The course has been designed to provide students with a range of skills that will enable them to work in print, broadcast or online media.< http://www.uow.edu.au/handbook/yr2012/ug/crearts/H12006046.html>
CSU	This degree covers the gathering, handling and dissemination of information for the mass media and other organisations involved in professional communication in the areas of print, broadcast and online journalism. It is designed and taught to produce industry-ready graduates able to respond to the rapidly changing media environment.< http://www.csu.edu.au/courses/undergraduate/communication_journalism/c

	course-overview#.UjVQQINVucY>
SCU	Students in the Bachelor of Media have the opportunity to develop the essential critical and practical skills required for work in a variety of media industries such as film, television, newspapers, radio, advertising, public relations and graphic design, or to work as journalists, freelance producers or media consultants.< http://www.scu.edu.au/coursesin2014/?action=matrix&command=matrix_temp_load&spk_no=301015>
Macquarie	Media graduates have found employment with leading institutions in the fields of media production, journalism, corporate communications, advertising and public relations, public policy, film and television production and a wide range of media and communications positions requiring convergent media skills. Media also prepares people for careers as cutting-edge independents and/or freelance creative producers - as filmmakers, professional writers and authors, broadcasters, researchers and as designers/creators of new media products.< http://courses.mq.edu.au/undergraduate/degree/bachelor-of-arts--media>
RMIT	RMIT delivers one of Australia's most highly regarded university journalism qualifications and is the first choice journalism program in Victoria. This program's combination of theory and practice is highly respected by the news media industry and by journalism academics around the country. Our graduates continue to gain work opportunities despite the increasingly competitive employment environment ... On campus, your studies will be conducted in purpose-built, world class facilities led by industry experts and journalism academics with strong local and international experience, which will prove invaluable when looking for internship placements. < http://www.rmit.edu.au/programs/bp220>
Swinburne	Journalism is undergoing a profound paradigm shift brought on by new media, and the rise of citizen journalism and blogging. This course combines traditional journalistic skills with a range of new skills, including self-sufficient internet publishing, multimedia production skills and the skills involved in interacting with audiences, social networking and building online communities. This practice-based course also provides an understanding of the broad social, historical, legal and moral context of journalism. http://www.future.swinburne.edu.au/courses/Bachelor-of-Arts-%28Journalism%29-N0525JOU/local
Deakin	Deakin's journalism courses develop the analytical skills necessary for reporting events in context, with the aim to prepare journalists for the challenges of the twenty-first century. < http://www.deakin.edu.au/study-at-deakin/find-a-course/communication>
Monash	... Monash Journalism is the largest undergraduate journalism program in Australia, and that provides economies of scale for two complementary areas

	of study – Journalism Practice and Journalism Studies – plus the widest range of elective options. Students operate in a thoroughly converged technological environment. The Journalism Studies program is unique to Monash: it offers a rigorous interdisciplinary exploration of scholarship about journalism to enhance students' knowledge and analytical skills, which improves both their journalism practice and their scholarly capacities. < http://artsonline.monash.edu.au/journalism/undergraduate-program/>
Ballarat	Are you passionate about writing? Do you want to gain the skills to edit a book, magazine or newspaper? Would you like to know more about the media industry? The Bachelor of Arts / Diploma of Professional Writing and Editing at the University of Ballarat is a dynamic dual award (degree and diploma). Get both a BA and a Diploma of Professional Writing & Editing in 3.5 years. The BA includes major sequences in Literature and Film and five electives. Study what interests you in Film and Literature. From creative writing to non-fiction, popular culture to innovation, the BA appeals to your interests and broadens your knowledge. It provides research know-how, critical thinking skills and enhanced written and verbal expression. In the TAFE component of the degree, you will progress through the Certificate IV to the Diploma of Professional Writing & Editing. Core and elective units include computer skills for writers and editors, editing, desktop publishing, corporate writing, screenwriting, small press publishing and a placement elective. Some subjects are available for off-campus study. After completion, choose to work in any of a range of media in publishing, editing, journalism, creative writing, the production of magazines and newsletters, freelance writing, promotional and publicity roles, research and education.< http://programfinder.ballarat.edu.au/ProgramFinder/displayProgram.jsp?ID=909>
La Trobe	La Trobe's journalism courses offer a thorough grounding in the past and current roles of media as well as the practical aspects of content development – with a strong emphasis on industry experience. Each program offers opportunities for internships and work placements, as well as education and tuition to equip graduates with the skills required for a media career.< http://www.latrobe.edu.au/courses/journalism>
ECU	In a world awash with spin, the practice of high quality journalism has never been more important. This journalism major covers writing and research skills, working in audio, video and online environments, and the legal and ethical frameworks of the profession. Students can also study specialist areas such as politics, science, health, business and sports reporting. The course is accredited by the Journalism Education Association of Australia (JEAA), and successful students regularly win national journalism awards and work in major news organisations around Western Australia.< http://handbook.ecu.edu.au/CourseStructure.asp?disyear=2012&CID=0&USID=2784&UCID=0&UID=0&Ver=2&HB=HB&SC=UG>

Curtin	Journalism at Curtin has had an excellent reputation with media industries for more than 30 years through its combination of real world practice, creativity and technological skills, and project work. The course aims to develop your ability to research, prepare and publish news, current affairs and other content across different media platforms, including print, broadcast and online media. < http://courses.curtin.edu.au/course_overview/undergraduate/journalism>
Murdoch	Learn from our award-winning lecturers what it takes to become a world-class journalist. This course will teach you the practical skills of print and broadcast journalism. Not only that, you will gain an insight to the ethical, legal and cultural issues affecting news media. Learning in a real newsroom situation, you will have real-life training, using our studios to broadcast both live on radio and online, as well as writing for print media. This course will give you the practical skills and understanding of industry to work as a journalist. < http://www.murdoch.edu.au/Courses/Journalism/>
UWA	If you are interested in journalism, the media, film making, multimedia, the web, computer games, and all forms of communication, then this major is for you. ... This major provides you with practical communication skills along with essential theoretical knowledge and includes training in the use of the latest digital multimedia technology. Students often work collaboratively on creative projects which allow them the opportunity to gain experience in communication technology and media production while critically reflecting on the relationship between communication, media and culture. < http://www.studyat.uwa.edu.au/courses/communication-and-media-studies
Notre Dam	The Journalism and Media major is suitable for a range of students who are interested in the world of journalism, writing, professional communications and the media industry. Journalism and media studies equip students with core skills in news gathering, writing and editing, while providing an understanding of current theoretical approaches to communications and media theory.< http://www.nd.edu.au/sydney/schools/arts/journalism-and-media>
UniSA	The University of South Australia offers the only Journalism program in the state. The program aims to provide practical knowledge and theoretical understanding of journalism in preparation for professional practice. Students have the opportunity to develop skills in print, broadcast and online journalism, acquire an understanding of major issues facing working journalists, and prepare for work in the media and related areas.< http://programs.unisa.edu.au/public/pcms/program.aspx?pageid=444&sid=454>
Uni Adelaide	The Bachelor of Media with a Journalism major provides students with the practical skills required to work in an environment that is rapidly changing. Writing effective news stories remains the core attribute of every journalist.

	Graduates will learn these skills and also be prepared to enter a workplace that includes a growing range of media platforms for the presentation of stories, including video, websites and social media. ... This program has been developed in collaboration with major media and journalism industry organisations to deliver a study experience that is unique in Australia along with opportunities for learning from respected journalists.< http://www.adelaide.edu.au/degree-finder/bmedi_bmedia.html>
UTas	Studying at one of the top-ranking research programs in Australia, you will be exposed to a range of relevant media theory and research methods, as well as the practical skills of writing, researching and producing media, including news, specialised communications and public relations. You will work with staff with a range of national and international media experience, and a breadth of research interests and skills. < http://www.utas.edu.au/social-sciences/home/journalism-media-communications>
U Canberra	The Bachelor of Communication in Journalism offers a blend of practical and theoretical curriculum material that prepares students to be reflective practitioners of journalism, whether they go on to work in the mainstream news media industry or in new and emerging journalistic work. < http://www.canberra.edu.au/faculties/arts-design/courses/undergraduate/communication-in-journalism>

A number of key themes emerge from these excerpts, including the obvious attempts of individual universities to differentiate themselves from their immediate competitors. In Australia, the majority of journalism students tend to study within their home state – there is little movement interstate, particularly given the range of opportunities available (as highlighted in Tables 4.1 and 4.2 above). While this project did not seek to determine when each of the Journalism programs commenced, the attractiveness of Journalism programs in their various guises as full degrees, majors or minors at undergraduate level, and the full suite of postgraduate offerings (grad certs, grad dips and masters) points to their on-going appeal. It is widely acknowledged that Journalism programs are seen by university bean counters as cash cows, perhaps in part because the skill set they provide students with is seen to be relevant to a range of career options (again as highlighted by the promotional material adopted by universities to sell their programs to prospective students).

The following table provides a basic summary of the various undergraduate degrees offered by Australian universities. It distinguishes the degree programs by name (as per Table 4.2 (above)). It also seeks to provide a degree of differentiation based on (1) the percentage of the degree devoted to Journalism (both in terms of core and electives); and (2) the type of subjects offered (both in terms of theory and practice). The latter is undertaken by a name analysis of the individual subjects/units/courses (given that they are variously titled across the sector). It was not possible to undertake a detailed content analysis of the individual subject descriptors, based on time restrictions. However, it is proposed to set up a companion website that will enable individual educators and researchers to draw comparisons across individual degree programs via online links. Perhaps of greatest value, from the perspective of this proposal is the list of Journalism subjects (both core and

elective) contained in columns three and four of Table 4.4. These provide some insight into the differences that exist across the various programs, and the opportunities individual students have to specialise within their own degree programs.

Table 4.4: degree structures			
State/University	Degree/duration/structure	Core (Journalism) subjects	Elective (Journalism) subjects
Qld			
Bond	B. Journalism Structure: 4 University core subjects; 16 foundation subjects; 4 reporting specialisation/electives	Mandatory subjects: Writing for News Media; The Australian Media; Ethical and Legal Strategies for Communication; Investigative Journalism; Foundations of Broadcast Journalism; Image and Photography; Introduction to International Relations; Global Political Economy. Plus either: Journalism Internship OR Journalism Project. And 7 subjects from the following: Digital Publishing and Design; Foreign Correspondence; Creative Writing: Fiction and Non-Fiction; Photojournalism; Freelance Writing and Reporting Specialties; Multimedia and Citizen Journalism;	Students must choose four (4) elective subjects of which at least two (2) must come from the Faculty list of undergraduate subjects (School of Communication and Media, School of Humanities and School of Social Sciences) or choose 4 subjects from one of the following reporting specialisations: Law, Language, Finance, Health Sciences, Film and Television, Psychology, Information Technology, International Relations, Criminology.

		Television 1: Studio Production; Social Media Tactics; Workplace Relations, Career Planning and Portfolio Development; Major Australian Writing.	
Griffith (BJ)	B. Journalism (Nathan) J= 90 of 240 pts B. Journalism (Gold Coast) J = 100 of 240 pts B. Communication (Nathan) 70 pt major	All of: Styles & genres of Journalism; News writing and ethics; Media law; News & Information gathering; Radio Journalism; Online news production; and Journalism Internship; <u>or</u> News & Current Affairs Production. Styles and genres of Journalism; Foundations of academic writing; News & Politics; News writing and ethics; Media law; News & information gathering; Online news production; and Journalism Internship; or News & Current Affairs Production. Plus one of: Radio Journalism; or Shorthand. All of: News & Politics; News writing and ethics; Media law; News & information gathering; Online	Two of: Feature writing; Video journalism; Desktop Publishing; The Newspaper in History; Journalism Cultures; Sports Journalism. Three of: Feature writing, video journalism, The newspaper in history, Journalism Cultures, Layout to Publication. Two of: Feature writing; Video journalism; Desktop Publishing; The Newspaper in History; Journalism Cultures; Journalism Internship; Shorthand; Radio Journalism; News and Current Affairs Production..

		news production	
JCU	B. Multimedia Journalism J= 54 of 72 points	All of: The Journalist & Society; Writing Convergent Stories; Photographic Capture; The Digitised Image; Digital Music Media; Digital Toolbox or Design for Media Communication; Writing Convergent Stories (2); Intro. To Broadcast Journalism; Media Editing; Media Law and Ethics; Intro. To Web Design; Radio Documentaries; Video Journalism; Industry Internship; Investigative Features; Multimedia Production; Photojournalism; Interactive Media Design.	
QUT (BJ)	Bachelor of Journalism	Newswriting; Intro. To Film, TV & New Media Production; Media in a Globalised World; Media Design & Layout; Journalistic Inquiry; Journalism Law; Feature Writing; Journalism Ethics & Issues; Sub Editing; Online Journalism (1); Radio & Television Journalism (1); International	Electives: Media Myth-busting; Contemporary Investigation in Journalism, Media & Communication; Fashion & Style Journalism; Photojournalism; Online Journalism (2); Radio & Television Journalism (2); Work Integrated Learning (1); Creative Industries Project

		Journalism; Investigative Journalism	(1); Creative Industries Project (2).
B. Journalism (22 of 48 pts = badged Journalism subjects; 10 pts of badged Comm subjects). UQ		All of: Introduction to Journalism and Communication; Convergence in the Media; Journalism and Mass Communication Research; Reporting; Journalistic Investigation; Principles of Editing and Design; Journalism in Text; Journalism in Sound; Visual Journalism;	Two of: Convergent Journalism; Convergent Production; Independent Study in Journalism and Communication; Journalism Internship.
USQ	C. Communication (Journalism)	All of: News Literacy; Journalism Practice; News Reporting; Feature Writing; Radio Journalism; Media Law and Ethics; Publication Layout and Design;	Electives: Broadcast Reporting; Online Journalism; Broadcast Newsroom; Independent Study (Project A); Independent Study (Project B).
NSW			
UTS:	B. Arts in Communication (Journalism) J = 48 pts of 96 pt program	All of: Introduction to Journalism; Reporting with Sound & Image; Reporting & Editing for Print & Online Journalism; Storytelling, Narrative & Features; Specialist Reporting, Audiences & Interactivity; Media Hub.	Electives: Research & reporting for Journalism; Radio Journalism; Television & Video Journalism; Professional Internship
U. Syd		Radio Broadcasting; Media Law & Ethics; Advanced Media	

		Writing; Internship Project; Media & Communications Landscapes; Principles of Media Writing; Video Production; Online Media; Critical Practice in Media;	
UWS		All of: Writing Ecologies; Foundations of Media Arts & Production; Media Cultures & Industries; Mediated Mobilities; Introduction to Journalism; Visual Storytelling; Media Law & Ethics; Professional Writing & Editing; Communication Research Project; Media memory;	Major: Plus: Feature Writing; Journalism Research and Investigation; News Reporting; Photo Journalism; Digital Journalism Production; News Teams; Internship; Transmedia. Sub Major = 2 of: Feature Writing; Journalism Research and Investigation; News Reporting; Photo Journalism; And 2 of: Digital Journalism Production; News Teams; Transmedia.
UoW:	36 points of subjects from another program 108/144 pts Journalism	Intro to Journalism; Theory Meets Practice; Graphic Design Basics: Printed Media; Legal & Professional Issues for Journalists; Newsroom Prac (1); Feature Writing; Convergent Journalism (1); Graphic Design Basics: Web Design; Newsroom (2) Convergence;	Six from: Professional Writing (1): Writing for Organisation; Political Journalism; Arts Journalism; Intro to Broadcast Journalism; Photojournalism; Lifestyle & Magazine Journalism; Investigative Reporting; Professional Writing (2): Editing and

		Newsroom Prac (3) – Editing & Production; Internship; Journalism Project.	Publication; Advanced Broadcast Journalism; Advanced Journalism Research Project; Literary Journalism; Advanced Documentary Journalism; Sports Journalism.
Victoria			
RMIT	B. Communication (Journalism) 288 pts/144 Journalism Communication & Social Research; Communication Histories & Technologies; Communication Debates & Approaches	Intro to Journalism; Reporting and Newswriting; Journalism Ethics & Regulations; Radio Journalism; Online Journalism: Theory & Practice; Television Journalism; Advanced Print Reporting; Print Editing & Production; Advanced Television Journalism; Journalism Internship; Advanced Radio Journalism; Converged Newsroom	Media Ethics; Interdisciplinary Communication Project; Television Cultures; Intro to Advertising; Understanding Sports Media; Intro to Graphic Design; Intro to Public Relations
Deakin	(BA (Journalism) 24pts/12 Journalism Contemporary Communication: Making sense of Text, Image & Meaning; Communication: Making Sense of New Media	Contemporary Journalism A; Contemporary Journalism B; Research for Writers; Editing & Design; Media Law & Ethics; Broadcast Journalism (Radio); Multi Media Journalism; Broadcast Journalism (TV);	

		Journalism Internship; Journalism Internship (B);	
Monash:	B. Journalism Note: degree structure differs slightly between Gippsland and Berwick campuses.	Journalism (1); Journalism (2) Journalism Studies Specialisation consisting of: News Media & Society; News Media & Social Theory; News & Power; Journalism & the Law; Journalism: Power & Discourse; One other Journalism Studies Unit: Journalism & Social Research; Journalism: City & Country; Journalism: War & Conflict; A World of Sport: Culture, Communities & Communication; Cities & Sustainability; Gender, Sex & Media.	Journalism & the Law; Online Journalism; Radio News; Video Journalism; Print Features; Editing & Design; Economic Reporting; Environmental Reporting; Investigative Reporting; Political Reporting; Sports Reporting; International Journalism Professional Project; Journalism Professional Placement; Reporting Arts & Culture
Swinburne	BA (Journalism) J = 150 pts of 300 pt degree. Careers in the Curriculum + 12 units of study (150 points of non-journalism subjects)	All of: Digital Video & Audio; Journalism Practice (1); Journalism Practice (2); Journalism Practice (3); Digital Literacies; Media Law; Practical & Professional Ethics for Journalists; Journalism Capstone	Plus 4 of: Shorthand for Journalists; Reporting Public Forums; Investigative Journalism; Video Journalism; Radio Production & Criticism A; Media & Politics; The Media in Australian;

		Project A	Philosophy, Media & Culture; Network Cultures; Business of Media.
South Australia			
UniSA	Discovering Language, Culture & Society; Media Contexts; Communication, Culture & Indigenous Australians; Ideas, Innovation & Communication; Two of: Introduction to Digital Media; Intercultural Communication; Effective Communication; Global Societies; Migration, Identity & Multiculturalism.	Principles of Journalism; News Writing; Journalism Techniques; Media Contexts; Journalism Production; Journalism Ethics; Advanced News Writing; Media Law; Journalism Professional Practice (double unit with placement); Journalism Project.	Two of: Digital Journalism; Sports Journalism; Advanced TV News; Advanced Print Workshop; Advanced Radio News; Notetaking for the Media.
Adelaide Uni	Bachelor of Media (Journalism) All of: Introduction to Media; Digital Revolutions; Digital Platforms	All of: Broadcast: Television & Radio; Story/technology: Writing Techniques; Media Policy & Media Law; Media Research Methods; Media Theory; Professional Practice	Select from: Writing for News Media; Reporting: Principles & Practice; Radio Production A; Radio Production B; Australian Media; Australian Stories: Fast Track Video Production; Media Democracies & E-Participation; Editing for Writers; I Have a Dream: Political Writing; Creative Non Fiction: Writing the Modern essay; Media Industry Placement
Western Australia			
Curtin	BA (Journalism)	All of: Journalism Media Ethics; Journalism Media Law; Introduction to	Two of: Feature Writing; Online Reporting; News Writing & Reporting; Radio

		Print; Introduction to Broadcast	News; Photo Journalism; Television News. Four of: Print Production; Presentation for Broadcast; Advanced Broadcast Journalism; Industry Placement.
Murdoch:	BA (Journalism) Intro. to Media & Culture; Audiences, Users & Participants	Intro. to Journalism; Intro to Digital Media Skills; Media Law & Ethics; Politics, Journalism & Society; Web News Production; Photo & Video Journalism	
ECU: B. Communications (Journalism)	Communications & Digital Technology; Preparation for Professional Life; Reading Media Texts; Media & Social Context. Plus Recommended electives from: iTalk@ECU: Presentation Skills; Writing for the Media; Interpersonal Skills; Intro to Digital Video.	Media Law & Ethics; Political Journalism; Intro to Journalism; Radio Journalism; Newsroom Journalism	Three of: Freelance Journalism; TV Journalism; Professional Placement; Sports Journalism; Science Journalism; Business Journalism; Health Journalism.
UWA	N/A		
Notre Dam	BA (Journalism) 12 BA elective units plus:	All of: Academic Writing; Intro to Journalism; Intro to Screen Production; Media Analysis	Five of: Design for the Media; Interactive Media; Journalism Theory & Practice; Journalism for TV & Video; Feature Writing; Radio Journalism; Theories of Communication, Advertising & Persuasion; Media Ethics & Law;

			Documentary Theory; Setting the Agenda: Politics and the Media; Public Relations Writing.
ACT			
U. Canberra (1) B. Communication (Journalism)	Foundations of Critical & Creative Inquiry; Foundations of Research; Three of: Communication and Media Research; Law of Communications; Journalism & Political Process; Communication Technologies & Change; Communication Evolution; Digital Media Literacy; Intro To Communication; Democracy & the Public Sphere;	Intro to Journalism; Reporting; Audio Journalism; Newsroom; Video Journalism; Long form & Investigative Journalism Plus: Editing: Sound & Image; Communication Internship; Journalism Project; Journalism & Society	
(2) B. Sports Media	Business, Politics & Sport; The Australian Sports System; Contemporary Issues in Sport; Sport as Entertainment; Sport Business; Sport Event & Venue Management; Sport Management & Development; Plus: Communication & Media Research; Intro to Exercise Science; Intro to Communication; Sport Marketing; Law of Communication	Sports J (1); Sports J (2); Introduction to J; Reporting; Audio Journalism; Newsroom; Video J; Long Form & Investigative J. Plus: Editing Sound & Image; Intro to Media Production; Web Design & Production; Journalism & Society;	

		Sports Media Internship (1); Sports Media Internship (2).	
Tasmania			
U. Tas.		Media Texts & Industries; Journalism Theory & Practice	Two from: (1) Public Relations; Media Cultures; Broadcast Journalism; News: Contemporary Practice & Analysis; Two from: (2) Professional Placement; Imaging News; Documentary: Theory & Practice; Research Project; Media & Conflict; Media & Music; Cult Media; Feature Writing; Media & Crime; Plus 2 from Group (2) above and: Marketing Communications; Social & Political Research; Reporting Asia; Media Law (not offered 2014)

As the above table reveals, there is no such beast as a standard undergraduate journalism degree. While there are probably greater similarities than differences between the various Bachelors of Journalism than there are between the BJs and the other degrees (BAs, B. Comms & B. Media) that offer a major or minor in Journalism, the reality is that there are significant differences between the programs. These differences can be measured a number of ways, including (1): the percentage of the degree devoted to Journalism, as compared to other subjects (university mandated subjects across all degree programs, and non-journalism elective streams); and (2) in terms of: (a) the mix between theory and practice; and (b) the range of practical subjects offered.

In part this task is made more difficult by the language adopted in naming the individual

subjects, particularly the newer subjects that have been introduced to cater for the current changes in the way news is delivered. For example, are the terms 'convergent media', 'online journalism' and 'digital media' synonymous in a Journalism context? One interesting conclusion to be drawn from Table 4.4 (above), is the fact that many universities have hung on to the traditional names for subjects, such as radio, television and broadcast; ethics and law; news writing and feature writing. Does this mean that the Journalism programs are slow to adapt to the changes that are taking place within the industry (an issue we discuss later in the report when looking at the interview responses of practitioners to the content of the various degree programs)?

Chapter 5

The views of Journalism educators.

Summary of findings:

In this chapter we look at the response of journalism educators to the questions posed in the survey. The responses suggest that educators are generally satisfied with the quality of programs on offer, although they concede that journalism education – like the broader industry itself – often struggles to adapt to the changes that are taking place.

The survey produced a number of interesting findings:

- Journalism educators are generally agreed on what their programs do well.
- They agree that the skill sets graduates develop during their studies equip them for roles in a broad range of industries, not simply traditional journalism;
- They accept that journalism education is an on-going process – and that university-based training is only one-step in a life-long process of skills development;
- However there was some disagreement regarding the content of journalism programs, including the mix between theory and practice, the need to teach traditional subjects like shorthand, and the ideal balance between the focus on traditional skills on the one hand and preparing students for the new media futures on the other.

There were 28 questions in the survey. For purposes of brevity, and because of answer overlap, we have focused on questions 1-5, 7, 14, 15, 19 and 27. These deal primarily with the content of programs, the extent to which journalism educators believe the programs cater to the needs of industry, whether universities are the best place to train journalists, if they are producing too many graduates, and on the relationship between industry and the academy. It does not dwell on the question of program accreditation, or of the best balance between theory and practice in program design, except where it impacts on the answers to the questions identified below.

Table 5.1: Questions to be considered	
1	From your experience, can you comment on the quality of Australian Journalism programs.
1.c	Thinking about the journalism program/journalism graduates you are most familiar with, can you talk in detail about one example that indicates what journalism programs currently do well.
1.d	Can you talk in detail about one example that indicates what Journalism programs currently don't do well.
2	What kinds of jobs and what kind of industries do you think journalism education programs prepare students for? Should the skills taught in Journalism programs be mainly oriented to preparing graduates for mainstream media?
3	If you believe journalism programs prepare graduates for a range of different industries, how should program curricula best balance the competing demands of these different graduate destinations?
4	To what extent do you believe journalism programs currently cater to the needs of industry/ies?
5	Thinking about the J programs you are most familiar with, how has it (they) kept up with the rapid technological changes that have taken place within Journalism in the past few years?
7	To what extent does your program differ from those offered by competitors (both broadly [ie nationally] and specifically in terms of geography (same city/state)? Can you describe in some detail any distinctive subjects, assessment tasks, community projects, industry linkages that make your program unique?
14	Do you believe the quality of journalism education has improved or deteriorated in the past 5, 10, 20 years?
15	Do you believe there are too many, too few or just the right number of Journalism programs in Australia?
17	In an ideal world are universities the best place to train journalists?
27	What is your take on the animus between journalism educators and industry?

Responses to answers

Q1: From your experience, can you comment on the quality of Australian Journalism programs.

Respondents agreed that Journalism programs provided students with a broad suite of skills, including research, communication, writing and critical thinking. Graduates were also considered to be digitally competent, both from a research and communications perspective. These skills were considered to be both journalism specific and of broader application. Weaknesses, from a journalistic perspective, included too much focus on feature length writing to the detriment of news writing, an inability to write under time pressures, and a lack of training in meeting procedures which affect the ability of young journalists to report on events like council meetings.

Q1.c: Thinking about the journalism program/journalism graduates you are most familiar with, can you talk in detail about one example that indicates what journalism programs currently do well.

A number of respondents suggested that university programs, in the words of one: 'regularly produce graduates ... who hit the ground running'. According to one:

Our program gives students a well-rounded education by including core, directed (for the major) and elective courses to ensure students are grounded in the social and cultural contexts of media and society as well as Journalism. Therefore, if students are unable to get a journalism job, they are well equipped to work in other fields.

In a similar vein, one head of program commented:

One needs to look only to the personnel employed in the media (mainstream and non-mainstream) to see what journalism programs do well. Many journalists are graduates of journalism programs. They have a high visibility in their respective platforms and they win awards at local and national levels.

Another pointed to the capacity of graduates to adapt to the changing media environment:

We have several graduates who are working in traditional media fields, but in newly created roles. One graduate is working as a social media coordinator at ABC News24. This role did not exist when the student started his journalism studies, but the variety of subjects he studied helped provide him with the skills and knowledge needed to undertake the role as developed in his workplace.

Q1.d: Can you talk in detail about one example that indicates what Journalism programs currently don't do well.

One senior respondent said that one of the major weaknesses was the failure of programs

to match students with potential employers via internship programs. He said that often the student's skills do not match what employers are looking for in a prospective employee, whereas those of other students might be more appropriate. Another said that there was not enough journalism in their program (just six of 18 subjects).

This was one aspect of the project that potentially could be further developed. The survey did not ask respondents to specifically indicate whether they taught into a full Bachelor of Journalism, another degree containing a Journalism major, or even a generic degree with a minor in journalism. This – and the fact that respondents were able to submit completed surveys anonymously, or requested anonymity – meant that in many cases we were unable to match respondents with individual programs. Thus, when respondents did not answer this question, or the one preceding it asking them to identify program strengths, we did not know if they were satisfied because they were teaching within a full BJ in which Journalism comprised between 50 and 75% of the degree program, or dissatisfied, because the program only offered a smattering of journalism.

At least one respondent suggested that rather than focus on weaknesses per se, the question should focus on the 'challenges' facing Journalism education. He asked, for example: 'What is journalism in the digital age? If educators and industry can't define journalism, then the chances of effectively teaching it are limited.'

In a similar vein, another said:

The biggest problem is that while journalism programs produce excellent graduates for existing business models, very few of those same graduates have been encouraged to envision new business models or how to change journalism to enhance sustainability and improvements for the future. So they become disappointed if the number of available 'old fashioned jobs' is reducing, but have not been empowered to do anything about it, such as take an entrepreneurial or experimental approach.

Another said that it is difficult for journalism programs to produce work-ready graduates given the limited opportunities students have to undertake practical assignments over the duration of their degrees. The lack of teaching in media business skills was also seen as a shortcoming, particularly given that many graduates will go on to start-up their own online businesses.

Q2: What kinds of jobs and what kind of industries do you think journalism education programs prepare students for? Should the skills taught in Journalism programs be mainly oriented to preparing graduates for mainstream media?

Journalism educators overwhelmingly believed that their programs provided students with the skill-set required to work in a range of disciplines that extend beyond the so-called traditional or mainstream media. As one pointed out: 'The programs prepare students for any job where communication skills are required – both written and oral communication.'

Another suggested:

A communications degree with a journalism major is the new equivalent of a generic arts degree. It produces graduates qualified to be professional communicators in any field, including corporate communications, government work and entrepreneurial new media. It also produces graduates who are savvy consumers of media and are able to function as discerning citizens able to take part in democratic processes like public debates and elections.

One added: 'The best courses should have students able to operate in a reflective, responsive and ethical manner that can be adapted to any medium.'

Q3: If you believe journalism programs prepare graduates for a range of different industries, how should program curricula best balance the competing demands of these different graduate destinations?

The answer to this question was linked directly to Questions 1 to 4 above, with respondents identifying a broad skill set: 'solid grounding in writing and researching skills, ability to think critically, proficient in technology and able to learn new technology'.

Another said:

Many of the skills required for these careers are the same. Therefore, for all of them we need to develop professional and elite writing skills, give a strong background in how civic institutions function, and teach numeracy and new communications IT proficiency. In addition, an understanding of the culture and role of journalism is of value to all other fields.

Another responded that program emphasis should be:

... on core skills like storytelling, good grammar and plain English expression. People who can put a story together quickly and write clearly will be in great demand anywhere in the communications industry.

Several respondents discussed the need to consider the content of Journalism programs in both historical and current/futuristic terms. One told of his strategy when analysing proposed programs:

I have a question I now apply when assessing journalism subjects: 'Is this (1) about journalism as it has been and is today, or is this (2) about journalism as it is today and how it could change in the future? The balance in journalism programs has been more in favour of historically based '1' subjects and only minimally towards future-focussed '2' subjects. The trick is to shift the balance to more of '2' without losing all of '1'.

Q4: To what extent do you believe journalism programs currently cater to the needs of industry/ies?

This question picks up on two of the responses above, whereby respondents questioned the need, or even capacity, of Journalism programs to produce graduates who are work ready:

Courses can prepare them to start the journey, but they cannot replace the experience of working to deadlines as a paid employee, with all the expectations that come with that. But that's no different from starting off in any profession. Teachers, doctors, vets ... none are expected to be experts in their first day on the job. They face a massive learning curve in their first few years – some make it, others realise it's not for them. It's unrealistic to expect journalism graduates to be fully-fledged journalists. They should have covered the basics needed to approach the job in an ethical and legally acceptable way, but their professional development has just begun. That's what marks the professions.

Few respondents discussed the advisory role industry can/does play in answering this question. Those who did address the relationship, were not particularly detailed: Responses included the following:

- 'Our program has an industry panel that advises on what is required.'
- 'I believe our journalism program helps produce graduates ready for industry, but there is always feedback from the mainstream that we can do better [we being journalism programs generally, not necessarily ours].'
- 'Ours does, I'm not sure about others.'
- 'Not much at the moment, but it's slowly improving.'

Respondents who believed that programs did respond to the needs of industry, spoke in the following terms:

- 'Very well – by teaching an appreciation of writing to deadlines, sharp news writing, adapting writing to audiences and media, and understanding of news cycles and media needs.'
- 'To a large extent, but you wouldn't think so, given much of the media's propensity for ill-informed criticism at any opportunity.'
- 'From my experience they cater well to the industry. The industry is, as we all know, in a state of extreme flux. It is important to hold one's nerve, I think, and not get too carried away searching for digital fixes. The core skills of the writer and storyteller can be practiced in all sorts of different forms. But you've got to have those core skills first.'
- 'The best that providers can do is to find economies of scale in their delivery so that the interests of both sides meet somewhere in the middle – the interests of students/employers vs the interest of tertiary providers.'

- 'Assuming that most industries are not interested in standards of good journalism practice, quite well.'
- 'We need to do more in terms of being aware of the wide range of options available to our graduates and to ensure that we do our best to align journalism training and education with this reality.'
- 'They provide basic training in the skills required in the various areas, but obviously more learning will happen once the graduates are in the workforce.'
- 'Overall reasonably well, but I think a tipping point is being reached. The trend for specialist knowledge is growing and I think Journalism programs need to allow Journalism education in tandem with a specialist major (eg science or finance). There are some double degrees that cater to this, but I believe such specialization should be available in single degrees.'

One academic who had experience at a number of universities made an interesting observation:

My impression is that the older programs have had trouble innovating fast enough. There's no industry that's changing faster than journalism and the difficulties of turning around a very large existing program, with all the staff and curriculum and the university bureaucratic processes involved, are considerable. I think I've been lucky in that I've twice now had the job of basically starting a program from the ground up, and being able to think freshly each time, what will our graduates need when they graduate in 2-3 years time which is different from what they need now and certainly different from what they needed 3 years or five years ago.

Another made an interesting distinction between journalism education and cadet training:

Journalism education is not the same as the cadet training program in a major news organization. It's an undergraduate degree, and 50% of students four years after graduation, no matter what degree they're doing – medicine, law, engineering – will be doing something totally different from what they have trained for, so in the university context journalism is both straddling a professional outcome, where effectively major news organizations have outsourced their training to universities, but on the other hand universities are educating people for a broader range of life, skills, opportunities and general education.

Q5: Thinking about the Journalism program(s) you are most familiar with, how has it (they) kept up with the rapid technological changes that have taken place within Journalism in the past few years?

Respondents raised a number of issues when this question was posed, including the

willingness of individual staff to adopt and adapt to new technology, access to appropriate facilities, and the expectation that students supply their own equipment. The range of responses is reflected in the following answers:

- 'Through introducing students to digital media and the use of basic programs. Software has changed so rapidly in industry that mastering particular software programs is inefficient. Adaptability and a general overview are more relevant.'
- 'For example, access to ipads and smart phones is reliant on tutors and students bringing their own to class. Access to basic equipment is not provided within the Journalism program.'
- 'Our program is based on convergent journalism. This has meant our lecturers have adapted course content to reflect changes in the industry, primarily the move toward online multimedia content production. This is reflected in our various newsroom subjects, where students are challenged to produce multimedia content to a variety of deadlines and by the introduction of online publishing in the early stages of the students' journalism studies.'
- 'We are moving to acceptance of the BYO device era re audio and photos – expecting students to have these devices and know how to use them.'
- 'There's a technology-based tension in the journalism programs I've been a part of ... and this reflects the tension in newsrooms and enterprises where I've worked during the onset of computers and online technologies. The technology changes since 1980 have tended to drive existing reporters and editors ahead of them like whips drive cattle, with fear of what's coming. But our students in 2013 (and hence the new journalists) don't share that fear; in fact they're the ones with the whips.'
- 'I have always encouraged the use of in situ technologies (what's in your pocket) rather than major investment in studio and dedicated network infrastructure.'
- 'We provide almost no equipment – and little training – these days to undergrad students. Students are expected to be able to use domestic recorders and their own editing systems. Cameras are provided for video subjects.'
- 'Within the Journalism major we have, among other things, modified course content and delivery so as to recognise the market's increasing demand for cross-platform competency.'
- 'I think we have dragged the chain in many of our programs. But, by the same token, we should not rush into engaging with every fad that comes along. We have to keep an open mind on the impact and usefulness of various technologies. Facebook and Twitter, for example, have yet to prove their usefulness, apart from keeping a small cohort of like-minded individuals talking about themselves.'

One respondent said that when they were designing their media lab facilities, they told the architects that they wanted 'what's in a 15 year-old boy's bedroom, but without the smells ...we just wanted flexible, flexible, flexible equipment and software that students could basically access themselves.'

10: To what extent does your program differ from those offered by competitors (both broadly [ie nationally] and specifically in terms of geography (same city/state). Can you describe in some detail any distinctive subjects, assessment tasks, community projects, industry linkages that make your program unique?

Interestingly, respondents were reluctant to draw comparisons between the programs they were familiar with (that is worked within), and those they were competing with. Most suggested that they were not sufficiently informed to answer the question. A small number, however, suggested that the programs tended to have a similar core of subjects.

Asked about the reputation of their own program and relationship with employers, most were positive, although did indicate that this could provide a point of difference between the programs, with some working harder than others to establish outside relationships.

There was a belief, despite this, that there were differences in the quality of Journalism programs across Australia, with a number suggesting that this could be attributed to the balance between theory and practice on offer. This was especially the case if the Journalism program sat within a broader Media or Communications degree, rather than stand-alone.

Q14: Do you believe the quality of journalism education has improved or deteriorated in the past 5, 10, 20 years?

Generally speaking respondents believed that the quality of university-based journalism education had improved during the indicated time frames. Asked why, they provided a range of responses:

- 'Journalism courses can provide a framework for reflective analysis of work practices, particularly if people undertake courses after gaining experience working in traditional media. The ideal for professional journalists is basic university training, followed by on-the-job training (paid employment) followed by advanced journalism study where theory and practice can be considered within an ethical framework.'
- 'Practice-based journalism education has evolved over the last 20 years and it now embraces the challenge of a changing field of endeavour.'
- 'Forever moving ahead of traditions of both university and industry.'
- 'Overall, Journalism education is becoming more a part of university culture and is developing its own research and teaching culture through organisations like the JEAA. That has changed significantly in the past 20 years and for the better. It is very encouraging to see waves of younger, better educated J educators and

researchers working their way through the labyrinth. I am very positive about the future as a result.'

- 'Concentration on practice over theory. I still roll my eyes at the amount of theory I had to wade through 30 years ago before I got to the practical side.'

Given this, however, at least one long term educator believed that while the quality of Journalism education had improved over the past 10 and 20 years, it had deteriorated in the past five. His reason: 'the balance of theory and practice appears to have swung away from the practical to a more theory-based model'. He also believed that Australian journalism programs varied as to quality, a theme developed later in the paper.

A number said they believed it had deteriorated, with at least one respondent indicating: 'On the whole, journalism graduates appear to be less job-ready with too narrow a field of knowledge.' Another was even more brutal:

'I hate to say it, but I think formal education across the board has dumbed down. To name just one aspect: If I look at the reading lists for subjects in my own undergraduate degree and compare it with current reading lists, it's a major unravelling. Quantity (numbers of students through the system) has improved at the expense of quality education. Tutorial class sizes are enormous now compared to what they were 20 years ago. This does make a difference.'

She then provided a qualification:

With the digital revolution, general access to information and ideas has never been better. So you could argue that the general level of education in our society (including that of journalism students and graduates) has increased.

The quality of tertiary education may have declined, but we've got the world's universities on our desktops (and in our phones).

What I'm saying is, the delivery of formal education may be very real, but it could be argued that the exponential expansion of informal delivery more than makes up for this.'

Q15: Do you believe there are too many, too few or just the right number of Journalism programs in Australia?

Asked about the ideal number of Journalism programs, one said she believed there was just the right number of journalism specific programs, but too many with media/communications that purport to educate journalists.

Another said that this depends on the content of the programs: 'I can't imagine there is a journalism program in the country that students aren't getting a huge amount of benefit from and skills that are setting them up well for whatever their chosen career happens to

be, for very few of them will be journalists. But I would have thought that a Journalism degree was as valuable, if not more valuable, than many of the traditional programs and disciplinary areas we teach.'

She continued: 'I think they're pretty terrific graduates actually and so my sense is that ... every university student, you know every kid in Australia, should have the option of studying journalism ... and it should be seen as valuable as a major in English, or a major in history, or a major in anything else because it is a huge part of contemporary life, and teaches you so much about history, teaches you so much about thinking about the future ...'

Another: 'I don't think it matters how many graduates we produce because of the portability of the skill set our graduates have. If they have engaged with the courses they study, they can work pretty much anywhere. Many will create new jobs for themselves, reinforcing again the need for us to be aware of the need for entrepreneurial skills in our learning objectives.'

He also said: 'Standards are difficult to measure. But I do feel that we all play an important role. We take our roles seriously. So while one institution might have a strength in a particular area, another will counter with an alternative. Basically, we are all under scrutiny from above in terms of our teaching and learning outcomes and I suspect the differences between our program standards, however they are defined, are minimal. My experience internationally suggests that we are more than able to match our overseas colleagues' programs.'

Q16: Do you consider that Australia's university-based Journalism programs are all of an equivalent standard?

A number declined to answer this question because they considered they did not have an overview of the range of programs available.

The scope of responses is covered in the following excerpts:

- 'No, I don't think they're all of an equivalent standard but they're hardly likely to be. Journalism programs should each be prepared to be competitive and try to be better than the rest, shouldn't they?'
- 'Vary considerably according to location, resources, student numbers and curricula and faculty.'
- 'Standards are difficult to measure, but I do feel that we all play an important role. We take our roles seriously. So while one institution might have a strength in a particular area, another will counter with an alternative. Basically we are all under scrutiny from above in terms of our teaching and learning outcomes and I suspect the differences between our program standards, however they are defined, are minimal. My experience internationally suggests that we are more than able to match our overseas colleagues' programs.'

- ‘I think there is some variety in standard due to the theory/practice divide between courses and, particularly if journalism programs within Media/Communications courses are included.’

It is this latter comment which captures much of the content that has helped fuel the animosity between industry and academe over years, namely the role of theory in Journalism education. In the report we sought to address this issue through a number of questions to both academics and practitioners. Direct questions included:

Q11: Do you believe that Australian journalism programs offer:

- (a) the right balance of theory and practice;
- (b) too much theory/not enough practice;
- (c) not enough theory/too much practice; and

Q12: In percentage terms, what do you think the ideal mix is :

- (a) theory
- (b) practice; and
- (c) why do you believe this?

One respondent, who believed the theory/practice breakdown should be 40/60, argued:

‘It is important to provide students context for their practice, but it is also a way to engage students in a mode of learning where they are able to adapt to newer environments. We need to teach practical, creative and conceptual literacies so students have a viable long-term future in the media.’

Another respondent, who advocated a 20/80 breakdown, pointed to the fact that there was also a theory component in the non-journalism element of degree programs that changed this mix.

A third with a strong industry grounding, suggested a 50/50 split, pointing out that the balance ‘is a moveable feast, swinging from year to year at most places. I think it’s about right at the moment, but could do with a swing towards more theory’. He added, by way of justification:

‘Everyone needs context to operate effectively in a field, and there is now sufficient journalism theory available to provide journalists with a thorough grounding in why and how we do what we do.’

Another who advocated the same split, believed that people seeking the vocational skills without a theoretical grounding could do so via a TAFE or industry/community media approach.

A fourth opted for a 33/67 split, suggesting that graduates ‘need to be job ready, rather than over-loaded with theory’.

One head of program questioned the need for a percentage breakdown, arguing:

I think there is justification for a proper mix of the two. I don't know that percentages would mean a lot given that the percentage of content may not necessarily translate into percentages of application by the student in a given situation. Theory ... provides a framework for inquiry. Theoretical foundations need not necessarily be confined to a single discipline such as the Humanities. Theoretical foundations can also be based on science, commerce, engineering etc.

Another also questioned this approach:

How do you achieve a balance? It will depend very much on the individuals involved. Someone can teach practical skills while at the same time present them in a theoretical context, while another might present them merely as techniques. Theory and practice work together all the time: any attempt to try to separate them or to establish an ideal mix is destined to fail because of the individual variable involved. The test might be that a graduate is able to apply a wide range of technical and practical skills within a critical framework which reminds them of the implications of their practice. If we don't do that then we are simply training practitioners. Perhaps what is more important is to ensure that journalism courses make up no more than 50 percent of a degree. This demands that students must engage with other disciplines to make sense of journalism. It is pointless coming out of an institution knowing a lot about journalism and nothing else. What will they write about apart from the predictable every day? We owe our students much more than that.

Interestingly, another respondent also took a student-centred response, but arguing from the different perspective, namely that the focus should be on practice over theory as that's what students and employers want.

Another suggested that a curriculum with a 60/40 theory/practice mix could still provide the necessary practice-based skills development:

I would see the ideal curriculum as practice-based through an overall program in which first to third years combine to develop journalism skills in increments, ie first years as 'cadets', second years as 'reporters' and third years as 'editors'/'producers'. More theoretical aspects to journalism study, eg audiences, media law etc would be incorporated. On the theory side students would engage strongly with politics/history/global content and undertake a specialization in a specific discipline, eg science, law, business, health etc.

Q17: In an ideal world are universities the best place to train journalists?

This received a mixed response from academics, even though universities provided them with their livelihood. As one suggested: In an ideal world journalists would be best trained with part time placements and part time university study. Industry are the best providers of practical skills while the quality of journalism is lifted by the breadth of knowledge offered by universities.

Another agreed: 'Yes, because while there are things that students can only learn on the job, universities teach them about ethics and problem-solving.' In a similar vein, another argued: '[At university] they can practice their craft without the dangers associated with making mistakes in the 'real world'.

One head of program made an interesting observation: 'Universities can provide a useful foundation, but cannot match industry itself where the learning curve is steeper and more demanding. Being on remuneration from an employer gives the employer the ability to exact higher performance from an individual unlike a tertiary environment where it is up to the student to decide how well they wish to perform.'

Q27: What is your take on the animus between journalism educators and industry?

Said that Journalism educators as a whole do not involve industry enough, so as to give the sector sufficient reason to see the value of journalism schools.

Another suggested that the attack on Journalism education by the *Australian* newspaper 'showed me how bad we are at articulating what we do and why.'

One referred to it as 'an outdated divide' and referred to the anti-academy attitudes 'as snobbery'.

'Another: 'I think very few of those hiring journalists have any idea what happens in a tertiary journalism program.

One senior J. educator described the distrust as mutual. However, he pointed out that: 'surely we must be approaching the point where more than just a few senior media executives have journalism degrees and have a more thorough, less biased opinion of the output from journalism programs. I think that very few of those hiring journalists have very little idea of what happens in a Journalism program – as evidence by the Cameron Stewart tirade earlier this year.

One senior educator tracked the animus to different views over the theory/practice split. He attributes the animus to a number of factors, including: the [industry's] apprenticeship origins, the university takeover of the sector, journalists' traditional scepticism about academics and anti-intellectualism, and the fact that some J educators were not respected that highly in the workplace before moving into teaching, thereby sending a poor message.'

Another: Both sides are to blame. He said further:

I think it is probably a fundamental misunderstanding about the role Journalism educators (and universities) can play in the training of journalists. But it can be resolved with patience and more talking. Engineers and medical scientists have solved the problem because they know what they're on about: the practitioners are trying to find solutions to real-world problems which help them help people and to make money. When they can't solve a problem they eagerly turn to the researchers in the

universities who are constantly looking to change and improve the way things are known, understood and done in their disciplines.

I am trying to set up exactly this kind of relationship between practitioners and researchers in journalism, but it requires the fundamental recognition that journalism can improve and must change in order to improve. Many practitioners and journalism educators are stuck in a mind set that journalism is a unitary concept carved in stone ... it is one thing only, and cannot change, therefore all we can do is continually polish it and worship it. Imagine if engineering or medical science thought that? Where would we be now?

One newcomer to Journalism education said she was bemused by the animus and the fact that it had existed for so long:

If the open warfare is a result of academic distance from practice, or industry derision of those who 'teach but can't do – none of it serves our students well. I respect the value of debate, heated or otherwise, but this seems to have gone on for decades, and shows no sign of abating.

Universities alone are responsible for turning around industry perceptions of their place in Journalism education, but if university programs believe they are headed in the right direction and do not need to divert (if not turn around), then it is unlikely the 'them and us' relationship will change, and the battle will continue. It must also be said, industry should not believe it is above criticism and analysis, and it should be willing to embrace changes in its field to the level that it urges journalism educators to embrace its training prescriptions.

Chapter 6

What does this all mean? – views from industry

As outlined earlier in this paper, one of the primary purposes of this research project was to shed some light on industry attitudes towards the quality of university-based journalism programs and how that compared with the attitudes of the people responsible for designing and teaching into the university-based programs. In part, we wanted to know whether university-based journalism programs provided graduates with the skill-set prospective employers were seeking. Having looked at the views of the Journalism educators, we now turn to those of industry representatives who agreed to be interviewed.

As part of the survey we asked industry representatives a number of questions that were designed to identify the strengths and weaknesses of the individual programs. These included, but were not limited to the following:

From your experience as a [journalist/editor/editorial trainer] can you please comment on the quality of Australian Journalism programs.

- (e) strengths;*
- (f) weaknesses.*
- (g) Thinking about the journalism program/journalism graduates you are most familiar with can you talk in detail about one example that indicates what journalism programs currently do well.*

Thinking about the journalism education program you are most familiar with how has it kept up with the rapid technological changes that have taken place within Journalism in the past few years? What changes to the program have been made over the last five years to reflect technological change?

If no, how have they failed to adapt?

Are there any skills you believe Journalism education programs need to focus on that they are not yet providing?

- (m) should they be providing a grounding in shorthand?*
- (n) Should there be a greater focus on audio?*
- (o) Should there be a greater focus on video?*
- (p) Should there be a greater focus on convergence?*
- (q) Is there too much emphasis/not enough emphasis on the development of writing skills?*
- (r) Is the current balance between the development of news/features appropriate, or is there too much emphasis on one over the other?*
- (s) Do they receive enough training in research skills?*
- (t) Would you prefer to see graduates develop generalist or specialist skills before you employ them? Why?*

- (u) Do you believe new graduates have sufficient knowledge of current affairs/recent news? (please explain)*
- (v) Should programs explore broader areas of professional writing: writing for organisations, book publishing etc*
- (w) Should journalism programs include an introduction to PR subject?*
- (x) Should journalism programs have distinct print/broadcast/online streams or should programs teach a single convergent stream?*

In the following section we discuss their broad responses to these questions:

From your experience as a [journalist/editor/editorial trainer] can you please comment on the quality of Australian Journalism programs.

- (a) strengths;*
- (b) weaknesses.*

Not surprisingly, the majority of respondents felt that they could not talk knowledgeably about the quality of Australian journalism education per se, although they were willing to talk about individual programs they had been associated with (either as students themselves, as part-time lecturers and sessional tutors, or having employed graduates from that/or those institutions).

Discussions about journalism standards frequently turned to the belief that the quality of individual programs was directly linked to the quality of the lecturers and/or tutors. Programs that could boast input from working journalists, or had recently appointed industry practitioners to teaching positions were lauded, whereas those that were seen to be staffed by people with no, little, or dated industry experience were given the thumbs down. Those that employed staff with recent industry experience were seen as being abreast industry's needs, whereas those that did not have high profile industry practitioners were regarded as too theory-based. A number of respondents who linked the strength of programs with the industry experience of teaching staff also recognised that the quality of individual journalism programs varied over time.

Perceptions about the quality of journalism programs was linked to the individual's opinion about what they thought journalism programs should be teaching and their response to a separate series of questions regarding the ideal balance between theory and practice in the curricula (see discussion below).

Thinking about the journalism program/journalism graduates you are most familiar with can you talk in detail about one example that indicates what journalism programs currently do well

Thinking about the journalism program/journalism graduates you are most familiar with can you talk in detail about one example that indicates what journalism programs currently don't do well

Interestingly – and perhaps highlighting the fact that most respondents' comments are based on a knowledge of a limited number of programs, and the fact that there is a

significant variation in the range and/or quality of programs offered across Australia, what one person saw as a strength, another saw as a weakness. A good example of this is the development of technical skills, particularly as they relate to the emerging technologies, or specialist areas such as radio, television or online. The programs that offered specialist streams in one or all of these areas were considered to be doing a good job, whereas those that offered only a small suite of subjects that provided generalist skills, rated less favourably.

Respondents agreed on two areas of weakness: (1) spelling, grammar and syntax; and (2) the development of general knowledge. Both were linked to the apparent ambivalence of would-be journalists to read newspapers or magazines (either in hard copy or online), watch television or listen to radio news bulletins.

A number of respondents said this was particularly noticeable among applicants for traineeships, who performed woefully in the current affairs quizzes that are an essential weeding tool in cadet recruitment these days, and, even if they managed to get through this part of the recruitment process to be offered an interview, often failed when asked to comment on stories published or broadcast by that and other organisations in the few days leading up to the interview. While the gripes about grammar, spelling and syntax were widespread, a number conceded that this should not be attributed to the journalism programs, but rather to failings in the broader education system.

I find that the biggest thing is that a lot of the Journalism [programs] are not producing people who actually consume the media that they want to work in. So you talk to them about where they are getting their news from and quite frankly a lot of students who want to become journalists are not actually reading, watching or listening to the outlets that they actually want to work for and not actually that aware of news (AF).

This was reiterated by other interviewees, with one commenting:

It is one of my real bug-bears. Reporters should be reading newspapers every morning. They should be reading online editions of the papers every day ; they should be listening to radio news bulletins all day every day, watching the television news. You know it sounds like a silly line, but you can't write a news story or know what news is ... unless you know what's going on in the world (JG).

Another identified weakness was interviewing skills, particularly telephone-based. As one interviewee commented: 'a lot of them don't have the skills required to engage with people once they've got them on the phone ... engagement is a really important skill (AF)'

Thinking about the journalism education program you are most familiar with how has it kept up with the rapid technological changes that have taken place within Journalism in the past few years? What changes to the program have been made over the last five years to reflect technological change? If no, how have they failed to adapt?

Interviewees tended to struggle with this question, responding in most instances that their knowledge of individual programs was not sufficiently detailed to enable them to comment on how or if the programs had responded to the changing technological demands industry

faced. A small number did acknowledge that Journalism programs would struggle to adapt, given the speed at which change was taking place, commenting that if industry was struggling, it would be beyond universities to adjust quickly.

A small number said they were aware of the introduction of 'convergent' and 'online' courses as a response to the changes taking place within journalism, and the development of computer labs to accommodate these changes. None, however, were able to talk about the content of new subjects, or outcomes such as the development of websites, program specific blogs or radio and television programs. Some respondents did mention the use of 'mock newsrooms' more broadly, but generally when discussing the difference between university-based training and the real-life experience gained by students or graduates undertaking internships and traineeships. For a number, these on-campus facilities were a poor substitute for the reality of working in the daily newsroom and producing content to 'real' deadlines. However, the difficulty facing J Schools in replicating a real time news environment, was explained by one respondent:

Universities can't create newsrooms, much as we try. The kind of dysfunctional, strange, unique environments that newsrooms are can't be manufactured within the university setting. There are certain things that we can do. We can provide deadlines, collegiate activity, you know some of the roles, some of the hierarchies, but you know that kind of rush, that pain, that you know nausea, that ringing ears from getting whacked around the head by an angry chief-of-staff. You can't replicate that.

Are there any skills you believe Journalism education programs need to focus on that they are not yet providing?

(a) should they be providing a grounding in shorthand?

The responses to this question were interesting, given the discussion above regarding the retention of shorthand in a range of EAs. Twenty eight industry respondents were asked this question, with 11 supporting the teaching of shorthand by universities, 9 opposing it, two replying both yes and no, and five not responding. The answers to this question were in part a mini referendum on the value of shorthand to journalists in the new technological age. Interestingly, the division was not between those who had been required to study shorthand during their cadetships and those who had not. A number of respondents who had shorthand said they rarely used it and questioned its value in a modern newsroom, while a small number of those who didn't said they would like to and supported its retention among younger staff. Those who were more tech savvy – even older journalists with in excess of 30 years experience – pointed to the fact that smart phone technology provided the capacity to record and then slow down interviews for transcribing. However one editor said he was concerned that a reliance on tape recorders led journalists to lose focus on what the interviewee was saying and resulted in journalists spending too much time searching for the story on their recorders when they returned to the office.

(b) Should there be a greater focus on audio?

(c) Should there be a greater focus on video?

(d) Should there be a greater focus on convergence?

(e) Should journalism programs have distinct print/broadcast/online streams or should programs teach a single convergent stream?

The answers to the first three questions were fairly predictable and were often coupled by respondents. They overwhelmingly supported the need for graduates to be multi-skilled, with the majority supporting the need for them to be able to work across the various media platforms. As one newspaper editor suggested: ‘... when we’re looking for new journalists now we’re looking for someone trained in audio and video for the digital platform.’ Another responded: ‘ These kids have to be Swiss Army knives when they come to us. You know, you can’t be one trick ponies any more. They’ve all gotta be able to do everything, and still concentrate on getting stories.’ A third summed up the state of play in the media: ‘We can’t just be radio journalists any more, any more than you can be a print journalist, or any more than you can be a television journalist.’

However the response to the fourth question (d) varied between respondents, with some supporting the provision of a single stream that helps students develop a broad suite of skills, while others believed that they should have the opportunity to specialise, be that in radio, television, print, magazines or online.

As one interviewee responded:

We’re certainly looking for people who do have that [the capacity to record, edit and upload audio onto iTunes or the website] ... We’d love that someone has the skills to cut up some vision and put that online, so all that stuff is a bonus. And it’s not going to be what we look for at the outset ... but we’d love it if you had it, absolutely.

A number of other interviewees said that while they were not currently looking for this skillset, it was inevitable that they would do so ‘in the next year or so’.

(f) Is there too much emphasis/not enough emphasis on the development of writing skills?

(g) Is the current balance between the development of news/features appropriate, or is there too much emphasis on one over the other?

While the majority of respondents clearly felt that more time could be devoted to the development of writing skills, their responses to the breakdown between news and feature writing was divided. Responses to this question tended to depend on the media organisation and background of the respondent. Those working for news –based organisations tended to indicate that they would like more news gathering and writing skills, while those working for magazines favoured more emphasis on feature-writing.

(h) Do they receive enough training in research skills?

(i) Would you prefer to see graduates develop generalist or specialist skills before you employ them? Why?

(j) Do you believe new graduates have sufficient knowledge of current affairs/recent news? (please explain)

As discussed above, a number of respondents believed that graduates needed stronger research skills. While a number said that their Internet searching skills were solid, their traditional skills were often wanting, including their capacity to extract information via the questioning/interviewing of individuals. In some respects, answers to question h above, were linked to the answers to question f, although the preference among most respondents was for graduates to have generalist skills. Interestingly, there was some divergence between answers to this question and answers to a later question about the benefit of a journalism degree against another degree (for example, law, science, medicine, business) in prospective employees. The responses to question I have been discussed elsewhere.

- (k) Should programs explore broader areas of professional writing: writing for organisations, book publishing etc*
(l) Should journalism programs include an introduction to PR subject?

These two questions were potentially problematic, given the traditional attitudes of journalists to public relations and marketing as ‘the dark arts’. However, the responses were quite surprising, with a significant number of respondents indicating support for the suggestion that students be offered an introduction to Public Relations subject. Drilling down into the responses, the reason for this was not because many graduates would ultimately find jobs in PR or marketing, but rather one of self interest: if you teach them PR, they’ll know when they’re being manipulated by someone who is in PR, or working for a member of parliament. According to one respondent:

It’s interesting how a press release can frame a journalist’s thinking about an issue ... it might be a kind of generational kind of generalization, but there’s a lack of scepticism that I see in some of the young reporters that’s concerning and that’s something that marks more experienced journalists. They’re very sceptical about everything, probably to a fault, whereas young reporters take it very much as a press release might be gospel, so there’s that ... lack of critical thinking.

This theme was developed by another respondent, who favoured an introduction to PR subject, but only if it was pitched from the perspective of a journalist:

In a journalism program it’s really about providing them with the tools to do their job and I think something that [covers] how to counter spin, how to pick the eye teeth out of a press release, how to deal with press secretaries ... that kind of thing ... would be valuable.

Are universities the best place to train journalists?

Of the questions in the survey, this was the one we believed had the greatest potential to generate debate. In drafting the questionnaire, we believed there was likely to be a divide between respondents who had university degrees and those who had grown up through the school of hard knocks – the full cadet program. Interestingly, however, the responses did not contain the range of views we had anticipated, with most respondents acknowledging that universities had an important role to play in the training of journalists, although a

number were qualified, suggesting that a partnership between university and industry might be the best approach. One such respondent argued:

‘I think that universities do play an important role, particularly now. Whether that means we end up with the best journalists, I’m not really sure. You know, you may get as good a result out of a kid who comes to us at 17 straight from school and we train them from there, as happened in the dim dark past.’

This support for in-house training appeared consistently in responses, even among those who supported university-based training. Although one respondent suggested that this should not be at the cost of a university education, which helped the individuals to mature before being exposed to the realities of life in a newsroom where they would be expected to tackle stories that ‘could be damaging to a young person’.

But interestingly, much of the reluctance to transfer all journalism training to universities was captured in the following sentiment, also uttered by other respondents: ‘We used to have a bit of a joke ... that a lot of the tutors at uni we probably wouldn’t have given a job too.’

However, the responses to this question cannot be viewed in isolation. It is important to consider them in conjunction with the answers to a number of additional questions:

Do you feel the quality of Journalism education has improved over the past 5, 10, 20 years? When you’re filling a position do you give preference to applicants who have a journalism degree, generalist degree or a different skill set? What is your relationship with the university programs like? Would you like a closer relationship?

Respondents clearly believed that the quality of university-based Journalism education had improved in recent years, without stressing the timeline. One respondent attributed this to the fact that: ‘because all the news organisations are relying more on the J Schools to do that initial training ... and I think the standard has definitely improved’. This was a constant theme among respondents – that universities provide the initial training which is then value-added by the employers. Although a number of respondents did use this question to return to the earlier discussion about whether J Schools understood the reality of the profession and tended to focus too much on theory as opposed to the practical skills of journalists. One suggested that ‘while the education model is more refined, I doubt they’re better equipped’.

As indicated above, a number of respondents suggested that the training of journalists should be a partnership between the universities and industry, rather than the existing model in which the initial training is conducted within the academy and then the successful applicants for traineeships are polished on the job. At least one respondent expressed a preference for a working model (allowable under the awards discussed above) whereby ‘you’re doing a cadetship ... and ... studying at the same time’.

As a sideline to this question, several interviewees expressed concern that universities were

using Journalism programs as cash cows and ‘consequently were ‘hoovering up a lot of people at the bottom end of the range’. One of these interviewees also made the interesting observation that ‘good programs are shackled to recruiting ... highly intelligent ... students’ – an outcome which would not guarantee journalistic excellence. Rather than an ATAR of 99.5, he said Journalism programs should be looking for ‘quick thinkers’ in the 85-95 ATAR range.

When you’re filling a position do you give preference to applicants who have a journalism degree, generalist degree or a different skill set?

A Journalism degree appears to offer candidates for traineeships an advantage when it comes to applying for positions, notwithstanding the criticisms identified above. As one respondent points out, the J degree ‘indicates an interest in Journalism’. However respondents differed as to the nature of the qualifications they preferred. While some indicated a preference for a full three-year qualification, others pointed to the advantages offered by a degree in another discipline (discussed below) and the add-on of a graduate diploma or a Masters degree. All agreed that a tertiary Journalism qualification provided the building blocks employers were looking for, although many were not willing to conclude that all graduates they saw were job-ready (a popular boast among universities) to return to the earlier discussion about the quality of individual programs and even graduates from within programs. However, the reality was summed up by one respondent in the following comment:

I think at least they’re a great place to start a journalist’s training. I mean, hopefully we never stop learning, and I suspect that comes as a rude shock to new journalists when they find themselves ... suddenly on the starting blocks, but I think university is a great place to start.

While the majority of successful applicants tend to have journalism degrees, prospective employers say are always on the look-out for people who can offer something different. Examples cited by respondents include a trainee with a degree in medicine who could add a professional dimension to a health round, another with a PhD in mathematics who added to the newsroom’s capacity to interpret statistics, budgets and opinion poll results, science graduates, and people with degrees in business and/or finance, all bringing forensic skills to the workplace. Law degrees were also mentioned, but often with the rider that they were the modern equivalent of the old Arts degree.

Identifying the ‘x factor’ in applicants

At the end of the day, however, a tertiary qualification appeared to be only one of the boxes applicants had to be able to tick if they were to proceed to interview stage. A number of respondents said that they did not necessarily distinguish between applicants on the basis of their grades. They were interested in the subjects studied – and therefore the potential skill set the successful candidate would bring to the newsroom – and the individual’s portfolio, but they were also looking for the ‘x factor’ that would set the candidate who was passionate about pursuing a career in journalism apart from someone who was simply interested in such a career. Perhaps for this reason the respondents – and the awards they

worked under – reserved the right of employers to employ people without university-based qualifications. That is, they retained the right to preserve the old cadetship model under which a passion for journalism was the element that saw candidates succeed. Significantly, the editors also supported the retention of this model and the need for flexibility when choosing between candidates.

Accreditation

Given these responses, it is interesting that there was general support for the introduction of an accreditation model. While we had anticipated that industry would be opposed to such a model on the grounds that it would potentially limit the capacity of employers to ‘look outside the square’ in choosing candidates for entry level trainee positions, that was not the case. The interviewees tended to embrace the proposal on the grounds that it would provide employers with a degree of certainty regarding the quality of candidates coming from particular universities. However, the survey did not provide the necessary follow-up questions, including:

- (a) whether this should be compulsory? and
- (b) how would this impact on the capacity of employers to appoint candidates who had tertiary qualifications in disciplines other than journalism?

As one respondent pointed out that while he liked the idea in the sense that it may provide journalism with professional recognition, he was sceptical as to:

... what the end game is in terms of why we want to do that ... you might walk into an interview and say, “well, here’s my card that says I’m an accredited journalist,” well I don’t care. I need to know that you’re ultimately going to be good [at your job]. I’m going to want to test you or see your portfolio.

Another pointed out that it might help to reduce the antagonism between the academy and industry:

I think being involved in some kind of accreditation process and giving more formalised feedback is probably a good thing if it stops that them and us thing that can prevail with industry taking pot shots at Journalism schools. If there are things that the industry thinks universities are doing wrong or are going the wrong way about, we should be doing our darndest to try and fix it, not just be critical or dismissive of it.

But a third respondent probably summed up the views of employers when he said that they would not support a system that limited their options, particularly one that favoured a ‘cookie cutter’ approach to Journalism education that encouraged them to ‘tick boxes’:

I think that a university program should be able to build its own credibility without ... [it] being an accredited course.

In a similar vein, another pointed out that while he supported the concept in broad terms: ‘It will fail because I don’t think you’d ever get real agreement between News Ltd, and

Fairfax and APN and others on what a good course would be ... what the criteria would be.'

*What is your relationship with the university programs like?
Would you like a closer relationship?*

Despite the popular belief that the relationship between the academy and employers is tenuous, the evidence from interviews suggests a generally healthy, co-operative working relationship. However this statement needs to be qualified, because the relationship tends to exist at a personal level, with individual lecturers and industry representatives forging and maintaining links. These relationships also tend to be geographically situated, with staff from individual media organisations tending to work more closely with staff from a nearby institution, rather than those from further away, including other states. Such relationships were based on a number of factors, including previous work relationships, friendships, and individual initiative (an approach from one or the other party seeking someone who was prepared to give a guest lecture or offering to do so). Often the relationship was an historic one – based upon a request from the university to establish a formal internship arrangement, or an invitation from a media organization to host interns. These relationships (both personal and institutional) are important from another perspective. A number of respondents talked about how they used the internships to 'test drive' potential trainees, or how they would ring their contacts within the J Schools if they had an entry level position which needed to be filled.

There is still the occasional view 'that most academics I know of wouldn't get a job with this newspaper,' or:

I wouldn't get a job at a university because I don't even have a first degree. I left about two thirds of the way through, but you know with all humility I'd probably be a better journalism teacher than a lot of the people who've got doctorates or masters degrees and are teaching now (Journalist with 52 years experience).

But generally speaking the attitude towards journalism education – and the role of universities - is at least encouraging, if not entirely positive. One respondent, who had significant experience as both a journalist and academic before returning to industry in a senior training role, said that traditional views regarding journalism education and training were linked to the socialisation that takes place within newsrooms. However he said that industry views towards university-based Journalism education were changing for the better, and that prospective employers were no longer expecting their trainees to spring 'fully formed from the womb of [tertiary] education'.

Chapter 7

A standards based framework for curriculum renewal in journalism education: towards a relational model

7.1. Introduction: standards

This chapter focuses on graduate qualities and journalism curriculum renewal. It is driven by two key factors:

- changes in the journalism sector wrought by innovations in the digital, networked, creation and delivery of information; and
- moves within higher education to a standards approach to curriculum, which seeks to guarantee teaching and learning quality and broad graduate employability.

Oliver (2010) has summarised the convergence of a range of policy and research frameworks in the Australian higher education sector, since the Bradley review in 2008, which influence the standards based approach. These factors include:

Table 7. 1:

The focus on standards and diversity emanating from the Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008)
The ALTC Learning and Teaching Academic Standards (LTAS) project (Australian Teaching and Learning Council, 2010) which produced Threshold Learning Outcome statements for a range of disciplines including Creative and Performing Arts
The increased focus on non-self accrediting providers and the role they play in course delivery to a significant portion of the sector
The establishment of TEQSA and their progressive release of a range of discussion papers around issues to do with standards and quality
The establishment of the Higher Education Standards Panel (HESP) under the TEQSA Act as an independent Ministerial advisory body
The release of the HESP Draft Standards for Course Development and Learning Design (2013)
The revision of the Australian Qualifications Framework (Australian Qualification Framework Council, 2009a, 2009b)

adapted from Oliver 2010: 8-9

Both the academic literature and current policy frameworks use a somewhat confusing set of terms in their attempts to articulate the nature of these standards and how they will be articulated and measured. Generic “graduate qualities” or “graduate attributes”; specific disciplinary “threshold learning outcomes”; and general threshold standards for quality delivery of teaching and learning, have each assumed different levels of importance at different times and in different contexts.

TEQSA and the Higher Education Standards Panel are the key statutory players in determining the shape and scope of this new environment.

A series of TEQSA discussion papers that seek to define their new role in setting workable standards for higher education is particularly important to defining this terrain. Their key 2011 discussion paper highlights two important principles for determining workable standards:

- Course and discipline-specific skills and knowledge, as well as the generic skills developed through higher education, will be considered by TEQSA when reviewing learning standards.
- National teaching and learning standards must accommodate the diversity of stakeholders and their viewpoints on standards. TEQSA is not the only custodian of standards, nor are higher education institutions. This responsibility is distributed and shared more widely, including with disciplinary communities and professional associations (TEQSA 2011, p. 7).

These principles, which emphasise both disciplinary and generic capabilities and the necessarily collaborative work of various stakeholders, are further reiterated by the recent release of “Draft Standards for Course Design and Learning Outcomes” by the Higher Education Standards Panel (HESP). It states:

The learning outcomes for each course of study are informed by:

- the mastery of specific disciplinary and/or interdisciplinary knowledge and skills that characterise the field of study
- the generic skills and attributes required of graduates
- the application of generic skills and attributes in the context of the field of study including the communication skills required, and
- the requirements of employment related to the field of study.

The relationship between the overall learning outcomes for each course of study and the learning outcomes for units that contribute to the course of study is demonstrable (HESP 2013).

In line with TEQSA’s earlier statement about the diversity of stakeholders the HESP draft standards include the notion of “Reference Points”:

..significant codes or frameworks that the Higher Education Standards Panel judges to be of relevance to providers in considering how they achieve and demonstrate compliance with required standards.

The reference points include:

- i. Australian Qualifications Framework (January 2013).

- ii. Learning outcomes statements developed for the field of study by Office for Learning and Teaching discipline communities or other disciplinary or professional bodies.
- iii. The requirements for professional accreditation of the course of study and registration of graduates where applicable.

These documents, when taken together, give a clear indication of the direction of standards based education in Australia. Four key points may be drawn out:

- The central notions of “skills” “knowledge” and “application of skills and knowledge” as required by the AQF remain central to the determination of course based and subject learning outcomes.
- Courses will simultaneously be required to assess and map generic graduate skills and attributes as well as applied disciplinary skills and knowledge.
- The requirements of employers and disciplinary communities and peak bodies are seen as central to the process of developing and assessing standards and quality.
- The ability to map and evidence relationships between course level and subject level outcomes will be critical.

This could be defined as a “**relational approach**” as it constantly stresses the need to map and evidence the relationships between, generic attributes and disciplinary capabilities; the relationship between skills and knowledge and their application; the relationships between disciplinary communities, professional bodies and industry; the relationship between macro course structure and micro subject design.

The following framework for looking at disciplinary capabilities of journalism graduates seeks to adopt such a relational approach. It starts from an analysis of broad graduate attributes as identified by the 2007 OLT funded National Graduate Attributes Project (GAP) and uses the data collected by our current project to map a series of relationships between these attributes and a variety of disciplinary capabilities required of journalism graduates.

6.2. Graduate attributes

Graduate attributes – as generic statements of broad transferable skills – have been a key part of Australian and international Universities’ quality assurance efforts over the past decade (Hughes Barrie & 2010). Although an array of conceptions and terms are used one influential definition is:

Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good

in an unknown future (Bowden et al 2000, quoted in Hughes & Barrie 2010).

Recently the OLT National GAP Project led by Simon Barrie developed a framework which sought to analyse and cluster the array of Graduate Attribute statements used by Australian universities. They proposed three broad categories and five more detailed categories of these attribute statements.



This model follows Barrie’s earlier work (2006) which defined a variety of different conceptualisations of graduate attributes which range from basic *precursor* capacities (developed literacy and numeracy) which underpin education; through to *complimentary* models which teach certain generic skills in parallel programs to disciplinary knowledge; through to high order understandings which see these attributes as building capacity to *translate* disciplinary knowledge into wider professional spheres; or finally, as *enabling* attributes which underpin approaches to scholarships and learning. The outer rim of the GAP triangle conceptualises three categories of enabling graduate attributes and the inner puzzle gathers five categories that conceptualise them as integrated attributes which facilitate the translation and integration of disciplinary knowledge and skills.

The implication of the “puzzle” framework is that these qualities are not in fact separate clusters but that they need to be viewed as an integrated skill set.

In looking at the translation of these broad Graduate Attributes into disciplinary qualities for journalism graduates we have taken this notion of the relational aspect of the graduate attributes one step further and have sought to articulate a grid of relationships between these attributes by articulating what qualities or capacities emerge at the point of

intersection of each of these clusters of attributes with one another.

Table 7.2: Graduate Attributes

	Information Literacy	Research & Inquiry	Ethical, Social & Professional Understanding	Communication	Personal & Intellectual Autonomy
Information Literacy					
Research & Inquiry					
Ethical, Social & Professional Understanding					
Communication					
Personal & Intellectual Autonomy					

7.3: Graduate attributes of the networked journalist

The emergence of digital networked journalism has caused a major shift in both the practice of news organisations and the curriculum of journalism education and journalism remains a volatile industry. Technological innovations and interpretation of the implications of these innovations continue to emerge at a fast pace.

However although journalism is going through a period of significant change driven by digital innovation and the networked environment there has been a strong feeling among many journalists, editors and educators that basic skills remain more important than advanced computer literacy. A variety of studies of what skills are valued by journalism employers (Callaghan and McManus 2010; Nankervis 2005; Dickson and Brandon 2000; Criado and Kraeplin 2003; Huang et al 2003) indicate that they prioritise traditional skills including basic writing, punctuation and grammar over computer skills and technological literacies.

It is well documented that the media industry has been slow to adapt to the pace of change in the industry (Pavlik 2013) and the consistent results in the surveys noted above are indicative of a lack of future focus in the skills agenda of most media companies. Oakham pointed out that journalism training programs based on a cadetship or traineeship model within news organisations had the effect of perhaps stifling innovation because it was based on a model of best practice drawn from historic examples:

What are the implications for innovation if what has gone before is always presented as best practice? Where, indeed, when one trainer explicitly states, "we are trying to create journalists in our own image, it is a chance to shape people" and further, "we try to influence them culturally"? This constant emphasis on replication would seem

to leave little space for the notions of innovation and change (Oakham 2006).

The pressure of media change itself may also be one of the factors influencing the results of these surveys: in increasingly pressurised newsrooms where editorial resources like sub-editors are being reduced it is not surprising that managers are prioritising graduates' ability to produce good old fashioned clean copy.

However this traditional view is changing. The respondents to our survey also reiterated the need for traditional skills around writing and presentation (grammar, spelling familiarity with traditional news forms); around general knowledge and around news sense (generation of story ideas and story research sourcing capacity) but many were also very adamant that adaptable multimedia skills and an understanding of convergent digital delivery platforms were essential.

This indicates a shift in current thinking as major news organisations move to a digital first strategy and rationalised convergent newsrooms that see journalists working across both web and print products.

These results are reiterated by O'Donnell and McKnight (2012) in their survey of journalists and editors, where multimedia skills were ranked as one of the most sought after journalistic skills.

However, in developing a framework for graduate attributes of the future journalist, adding a suite of multimedia capabilities to basic skills training will not ensure the adaptable graduate the future industry requires. Change is occurring at multiple levels – the level of news formats, delivery systems, and audience practices – and often in confusing and contradictory ways. Three examples serve to make this point:

News Formats: the once widely accepted doctrine that web delivery demanded only shorter more concise content is now being widely questioned and major news organisations are experimenting with long form and hybrid formats in their desktop web and tablet based delivery (Ingram 2013).

Delivery systems: Just as news organisations move to establish digital first strategies and web first publishing systems, indicators are that mobile delivery of news will overtake desktop web delivery in the near to medium future further complicating issues to do with length and form (State of the News 2013).

Audience Practices: Recent US survey indicated that 11% of viewers of the 2012 American presidential debates actively engaged with the debate through a “dual screen” approach – following the broadcast on TV while monitoring commentary and reaction on a laptop, mobile or tablet device. Such practices further complicate decisions around best practice in story delivery and format as well as audience engagement (State of the News 2013).

This constant churn of innovation demands highly responsive, adaptable systems in both industry and journalism education.

Journalism skill sets and disciplinary knowledge can be conceived along two axes: one which defines a set of professional values and orientations and another which defines a set of industrial and professional practices. These have both been conceived of in a variety of ways by scholars but two recent attempts to articulate these practices and values provide a way of conceptualising these two axes for the purposes of this report.

Deuze (2005) in a comprehensive investigation of what he calls professional journalism ideology identifies “five ideal-typical traits or values” which he argues are the key characteristics of journalism’s professional self-definition.

- Public service: journalists provide a public service (as watchdogs or ‘newshounds’, active collectors and disseminators of information);
- Objectivity: journalists are impartial, neutral, objective, fair and (thus) credible;
- Autonomy: journalists must be autonomous, free and independent in their work;
- Immediacy: journalists have a sense of immediacy, actuality and speed (inherent in the concept of ‘news’);
- Ethics: journalists have a sense of ethics, validity and legitimacy (Deuze 2005: 447).

While Deuze delineates a set of values at the heart of journalism Domingo and colleagues (2008), in their investigation of new forms of participatory journalism, provide a helpful conceptualisation of journalism industry practices and procedures. They identify five stages in the reporting and production process from news identification through to reception and engagement that frame the work that journalists do:

- Access/Observation – access to news events and news data is negotiated and reporting involves first hand observation and analysis
- Selection/filtering – reporting resources are prioritised according to perceived public impact
- Processing/editing – stories are edited and packaged
- Distribution – stories are published and publicised
- Interpretation – audience/public reaction is monitored and engaged

These two models of journalistic professional identity and processes can be looked at as producing a grid of skills, processes and values in journalistic work (see Table 7.3 below).

Historically journalism education has been good at providing skills, knowledge and experience in part of this matrix of professional competencies. Most journalism courses would provide a thorough introduction to journalistic values, particularly across the first three columns of the journalistic process as represented in the above diagram. However they have been much less focused on the last two stages.

This is indicative of the historic evolution of journalism practice and recent challenges. Until recently, journalists regarded delivery, distribution and reception as relatively fixed processes that did not demand their attention or investment. However, with the advent of widespread community produced content, made possible through digital technologies, attention to these processes will be critical for journalism’s professional evolution and survival.

Table 7.3: Graduate attributes of the networked journalist					
	Access/ Observation	Selection/ filtering	Processing/ editing	Distribution/ Platforms	Reception/ Interpretation
Public service	Negotiate access	Prioritise for relevance and impact	Process for clarity and impact	Maximise reach and access	Facilitate active citizenship
Objectivity	Seek range of sources	Represent diverse points of view	Fact-check and verify	Produce non-sensationalised but impactful delivery	Ensure transparent accountability for journalistic processes
Autonomy	Balance access and independence	Provide independent critical analysis	Undertake independent critical analysis	Negotiate commercial imperatives and potential conflicts	Ensure transparent accountability for journalistic processes
Immediacy	Negotiate timely access to information	Use varied technologies /platforms to minimise intrusive gatekeeping	Use layered processes and delivery methods to ensure different story iterations to ensure immediacy in breaking news	Use multiple technologies and varied story iterations	Facilitate active engaged feedback loops
Ethics	Protect source confidentiality and journalistic independence	Ensure respect for minority and diverse viewpoints	Ensure respect for minority and diverse viewpoints	Maximise reach and access	Develop engaged community

Journalism will continue to evolve. As a recent report from Columbia University's Tow Centre for Digital Journalism (Anderson, Bell & Shirky 2012) noted:

Journalism is not moving from A to B, from one stable state in postwar America to some new, alternate state today. Journalism is instead moving from one to many, from a set of roles whose description and daily patterns were coherent enough to merit one label to one where the gap between what makes Nate Silver a journalist and what makes Kevin Sites a journalist continues to widen (p. 110).

The authors of that report maintain that the “news ecosystem of 2020” will present a diverse set of products and consumption patterns:

More people will consume more news from more sources. More of these sources will have a clear sense of their audience, their particular beats or their core capabilities. Fewer of these sources will be “general interest”; even when an organization aims to produce an omnibus collection of news of the day, the readers, viewers and listeners will disassemble it and distribute the parts that interest them to their various networks. An increasing amount of news will arrive via these ad hoc networks than via audiences loyal to any particular publication. Almost every aspect of the news environment will be more variable than it is today. We’re not shifting from big news organizations to small ones, or from slow reporting to fast. The dynamic range of journalism is increasing along several axes at once. The internet has unleashed demand for more narrative and more data-driven news, for a wider range of real-time sources and wider distribution of long-form pieces (p. 107).

Such diversity and change brings considerable challenges for journalism educators. The Tow report suggests that in the face of such challenges journalism schools are becoming “more like film schools than law schools” in that journalism graduates instead of entering a set industrial career pathway will need to create a range of their own opportunities.

There are fewer entry-level jobs—the jobs that used to serve as unofficial proving grounds and apprenticeships—in metropolitan dailies and local TV than there used to be. Furthermore, the careers students head into will be more variable, and more dependent on their ability to create their own structure, as opposed to simply fitting into a position in a well-known collection of rich and stable institutions (p. 111).

This larger context necessitates a very broad approach to determining statements of graduate attributes for future journalists.

7.4. Journalism Graduate Attributes: a framework

The following tables and commentary seek to scope out a set of disciplinary capabilities for journalism graduates from Australian Universities.

It adopts the five categories of Barrie (2004) and the GAP Project to delineate the major areas for graduate competencies:

- Information literacy
- Research and Inquiry
- Ethical professional understanding
- Communication
- Personal and Intellectual Autonomy

Instead of treating them separately we have created a grid and asked what qualities emerge at the intersection of these major categories. This is based on an assumption that such capacities are rarely developed in isolation in an increasingly multidisciplinary workplace.

Our delineation of the capacities has been influenced by:

- Published research on journalism education and industry change;
- Our own mapping of these relationships outlined above, using the Deuze and Domingo models;
- Our interviews with journalism educators and industry leaders;
- Jonathan Holmes outline of Threshold Learning Outcomes for Creative Arts Graduates.

So for example first table deals with the cluster of graduate attributes identified by the GAP Project as “Information literacy”. The table gives a graduate outcome statement for journalism related skills in the area of information literacies when this skill set is paired with each of the other four GAP categories. So when we envisage an information literate journalism graduate who is also a socially and ethically aware graduate (GAP category 3): we find a graduate whose “use of current technologies and adaption to technological innovations will be grounded in a sound knowledge of media ethics and professional standards and processes”. When we look to the intersection of information/technological literacies and personal autonomy (GAP category 5) then we envisage a graduate who “will understand fundamental technological and software processes and functions which will enable them to quickly adapt to changing technologies and programs”.

Each of these graduate attribute statements can be used in a range of ways. They can be used to tailor generic graduate attribute or graduate qualities statements to the needs of the discipline and/or they can be adapted to form a set of threshold learning outcomes; subject learning outcomes or course learning outcomes.

Table 7.4: Information Literacy	
GAP Skills cluster associated with this attribute	• Technological Literacy • Information Processing
Information Literacy	A journalism graduate will make efficient and effective use of a range of technologies to gather, process and communicate information
Research & Inquiry	Their use of current technologies and adaption to technological innovations will be grounded in a sound knowledge of media histories, forms, technologies and techniques and they will be able to critically investigate and analyse the affordances of new technologies
Ethical, Social & Professional Understanding	Their use of current technologies and adaption to technological innovations will be grounded in a sound knowledge of media ethics and professional standards and processes
Communication	They will be particularly adept and efficient at using a range of software and technologies to gather edit and produce material for public multimedia communications and to engage communities in public discussions which facilitate active citizenship
Personal & Intellectual Autonomy	They will understand fundamental technological and software processes and functions which will enable them to quickly adapt to changing technologies and programs They will be aware of the ways that technologies can facilitate both independent and collaborative work.

As the pace of technological change continues to impact on the media industry this first cluster of capabilities will become increasingly important in the development of journalism education.

In the GAP taxonomy this category includes both general and technologically driven information literacies and as such overlaps with the Research and Inquiry category which emphasises critical thinking, problem solving and disciplinary expertise. In our use of the category to build disciplinary capacity statements we have emphasised the technological orientation. For journalists, technological literacy is a key driver of each of the other capabilities.

Both the integration of technological literacies

Types of subjects where these learning outcomes would be covered

Research and reporting
Media Production
Broadcast/Radio/TV Journalism
Convergent Media
Multimedia/ Online Journalism
Investigative/Data Journalism

with traditional research literacies and contemporary communication literacies and adaptability were emphasised by our respondents. As one journalism educator put it:

So our major thing in the way we teach the technical skills, and the equipment and facilities we provide for that, is to be adaptable to a range of settings, and to try and make sure that they have been exposed to a range of industry settings. We provide the skills so that there's the technical skills, that they need, but there's also the range of basically research, interview and other skills that are valued hopefully across: irrespective of the technology.

Most industry respondents rated the technological proficiency of graduates as high. A number made the comment that they were more advanced in many aspects of technological knowledge than current experienced journalists and that journalism education programs in some instances used more up to date equipment and methods. As one commercial radio editor commented:

Some of the kids that I get over here are teaching me about the changes, rather than me teach them, so I think from the point of view of technology and what have you I think it's very good, I mean I'm looking at a unit that you're now recording on which is probably 15 years better than what we're using in the current newsroom, so you're in front of us, not behind us.

However in spite of the proficiency with a range of technologies there are still a range of questions that need to be addressed around adaptable use. A number of industry respondents made the point that graduates still exhibited a tentativeness in what they could or were prepared to do with their technological knowledge. A commercial radio editor noted:

I think they're well across video and audio kinds of technology, but I guess the only thing I see a little: they're still sometimes a little afraid to use the technology. You know to get out the iPhone and bang off some video or some photographs. I know it can be tricky sometimes when you're actually out on a job and trying to record an interview and then to also get some video and take some pictures but I do sometimes see a little reluctance from not only from young journalists but reporters full stop.

Another print industry respondent raised a similar issue noting that it was increasingly important for journalists to be able to work with a range of readily available equipment and get professional level results with consumer technologies.

It's not necessarily about sophisticated equipment, although it might help to learn how to use that, but increasingly it's really about iPads and iPhones, so that you know how to get a good result with your own technology rather than someone else's.

However some industry respondents still worked in environments where technical/production skills and reportorial skills were seen as clearly separate and where technological skills were not prioritised. One TV news editor said:

But I couldn't really care less whether someone could start up a computer or not, I just care whether they could spend 12 hours outside someone's door trying for an interview. I

could have the best technically trained operator in the world that I wouldn't give the job to because I don't think they'd have the tenacity to go and knock on someone's door and get the interview.

This type of opinion was not widely expressed as most newsrooms have moved or are moving towards reporters taking on more technical production roles in addition to their reportorial work. But this view is indicative of a broader view of older newsroom managers who still tend to talk about journalism skills and technical skills as separate rather than integrated capabilities.

The pace of technological change in the media industry is a key one which journalism educators raised. The approval processes for course changes and course design at Universities often does not allow journalism education to keep pace with the emergence of new technologies and their adaptation to new uses by industry. Educators have adopted a range of strategies in response to this.

Firstly this means that all technique based, technological oriented, subjects must be as broad as possible and seek to teach both practical skills as well as broad principles. For example: standards for which software programs are most commonly used by industry for video editing may change but the principles of timeline-based editing are likely to remain constant. Educators need to make explicit both these generic and specific aspects of technological literacies if graduates are to become adaptable technological innovators.

Secondly educators need to constantly reassess their subject delivery and to design with ease of adaptation in mind. As one educator noted:

One of the approaches I've taken to that – and I know I'm not alone in this – is to be very broad in how you phrase your course outlines. So rather than saying: in this course we will learn how to build an App, you would say in this course you will learn the latest suite of skills for web based publication, or something of that sort. So you keep it pretty broad or broad enough. Most universities have a 20% rule so you can change 20% without having to go through all of the processes. So writing curriculum with that in mind and also educating the university that yes you will be putting through course changes every year. It isn't set and forget. There is no area of this that is set and forget and I think that's a mistake that perhaps some of the organisations who have been resting on their reputations a bit have made. That they have been set and forget and they are now scrambling to keep up.

This point about educating the university is an important one in establishing a flexible adaptive curriculum design responsive to the very fast pace of industry change in the media sector. A number of journalism educators raised similar issues of institutional and structural barriers that mitigated the continuous adaptation of their courses. One educator framed this both in terms of the technological and the policy environment in the media sector on the one hand and the research and the teaching environment in higher education on the other:

I think one of the things that we've tried to do here...is contextualising [media industry changes] within broader kind of industrial policy context... But one of the challenges for us

as academics is in building our research careers: the university institutional pressure is to focus, and to focus on a particular area, become expert in that particular area, but then you have this massively and rapidly changing industry around you that you're trying to keep on top of that too. If you're not directly teaching those broader industry political contexts I think that's quite a difficult thing to stay on top of, and I don't think we do that well here. I think other institutions do it better, for a variety of reasons and some probably don't; they've just thrown in the towel. I'm trying to do it all. It's too hard. It's too hard.

Table 7.5: Research & Inquiry	
GAP Skills cluster associated with this attribute	• Ability to undertake research • Critical Analysis • Discipline knowledge • Problem Solving
Information Literacy	A journalism graduate will be adept at using a range of technologies to access and process research data
Research & Inquiry	A journalism graduate will be able to undertake a broad range of research tasks, making use of original interviews and data analysis, together with quickly and effectively processing and verifying information gathered from wide-ranging secondary sources.
Ethical, Social & Professional Understanding	A journalism graduate will adopt a critical independent perspective in their research investigations, informed by a sound knowledge of media histories, ethics and professional standards and processes. They will adopt a rigorous range of verification strategies to ensure the trustworthiness and credibility of all information gathered from primary and secondary sources
Communication	A journalism graduate will be adept at gathering, organising and communicating complex information in clear, concise, engaging and entertaining ways.
Personal & Intellectual Autonomy	A journalism graduate will work well as part of research and reporting teams They will develop and evaluate ideas, concepts, sources and processes by thinking creatively, critically and reflectively.

The GAP taxonomy for this category is very broad and embraces “research” as an ability to “generate new knowledge” through a broad set of capabilities: investigation and inquiry skills, disciplinary knowledge, critical and evaluative skills and active problem solving.

This group of broadly investigative skills is critical to any conception of journalism and capabilities associated with research – uncovering, analysing and presenting information – have always been at the heart of journalism education.

A number of both industry and educator respondents identified a range of challenges in this domain. A number noted what they thought were “generational” problems with recent graduates general knowledge and active curiosity. Many thought that graduate general knowledge was poor. However more worrying was what one print industry editor identified as a “lack of scepticism”:

This might be a kind of generational kind of generalisation but there’s a lack of scepticism that I see in the younger reporters that’s concerning. And that’s something that marks more experienced journalists, they’re very sceptical about everything – probably to a fault. Whereas the younger reporters take it very much as - a press release might be gospel so there’s that lack of that kind of critical thinking but also the kind of the skills about researching the position.

Another print industry respondent highlighted an associated danger with this trend given current changes in industry resourcing:

The thing that frightens me more than anything about this is that because

Types of subjects where these learning outcomes would be covered

Research and Reporting
Investigative/Data Journalism
Professional Practice
Journalism/Communications
Studies
Specialist reporting subjects
Interviewing Skills

Types of Assessments that could measure aspect of these learning outcomes

TASK: *Interview plus interview analysis and extraction of key quotes*

LITERACIES: This develops specific research capacity and skill sets in interviewing primary sources but the analysis also develops critical evaluative capacities and introduces reflective practice.

NOTES: Most of the suggested assessments here are broad practice based tasks which have the capacity to demonstrate a range of capabilities and sets of transferrable skills. However these are built on the effective mastery of micro skill sets to do with particular tasks. Given the centrality of the interview to nearly all journalistic practices it is worth developing and assessing in depth.

TASK: *Practice Exegesis often done in an honours project to accompany a portfolio of work explores the theoretical context and practice innovations in an accompanying body of practical journalism*

LITERACIES: this demonstrates disciplinary research skills in the exploration of an area of research and capabilities in evidence based argumentation and critical analysis. It can also demonstrate the creation of new or extended knowledge in the application to a specific body of work and the evaluation of new approaches.

NOTES: This presents an excellent practice theory integration and while it can achieve its full effect with a major honours level project it can be implemented in a range of ways and a range of subjects.

newsrooms are getting smaller and people have less and less time to research and less and less time to go out on stories, their first option is to go straight to online and Wikipedia to find out you know how to spell Professor Tanner's first name, I think if we're going to teach research skills we have to teach it from an understanding of the pressures that will be brought upon them in newsrooms.

Many respondents identified a set of key skills that clustered around interviewing as key to the research capacity of journalism graduates. One educator made the point that this key skill is often taught within the context of other subjects and maybe ought to be given a more defined place within the curriculum:

And the answer is that some skills remain endlessly important; clear communication, research from primary sources – something that I think is under-taught in most programs, very few journalism programs teach interview skills for example which is probably one of the most essential things. The skills involved in finding things out are constantly underestimated. People tend to think that they don't need to be taught but there's more to finding things out than Googling and the main way journalists find things out is by talking to people – interviewing and yet most programs I know of don't teach that.

Research capacity needs to be addressed as both a journalistic disposition as well as a skill set. Part of a journalistic investigation as distinct from purely academic research almost always involves human encounters and human sources. This traditional skill is still valued by many respondents. As one radio editor put it:

Most reporters pick up quite quickly how to deal with other human beings, what they need to be told I think is in the real world, you need to get out and actually talk to people face to face, too many of the young reporters just want to send email questions out or you know talk to people on the phone they're actually not relating to human beings and working out how that person's behaving at the time therefore getting another insight into what may be a better story, (ABC Perth)

On the one hand it is a matter of technique, students need to be shown a number of investigative methods that enable them to build an effective "tool kit" but this needs to be placed in both an industry context as a practice which takes place under deadline pressures. As one educator put it:

What they do need is more skills in clever research, and clever note taking, and clever information sifting and sorting and to be more confident about where they're getting their information from, so that would be the one thing I would be focusing on, so it wouldn't be the technology it would be on information gathering and analysis, fact checking how to actually handle that information, in a time efficient way that takes into account industry changes.

As well as the practical tools and the industry context, a particular attitude to extended research and investigation are also an important part of traditional journalistic professional philosophy. While a number of respondents made the point about the need for research to go "beyond Google" another recurrent theme was about over reliance on media releases as

a source of information. Apart from obvious ethical issues one print editor pointed towards a broader set of issues which underlies this problem:

It's interesting how a press release can frame a journalists' thinking about an issue. Especially a younger journalist, they don't question about this larger context kind of stuff. It's almost like they don't know they have the permission to go outside that square – they think 'oh that's interesting'. The City of Sydney is a really classic example because they have a really efficient PR machine they spit out press releases all the time. Just the other day we got one with figures for the number of people using the bike lanes. Some reporters would go 'oh that's newsy, I'll use that for a story' without going 'hang on there's other people who have different views about the bike lanes or critics, or actually, how about I compare that to what's happening in Copenhagen or Seattle or another city'.

Table 7.6: Ethical, Social and Professional Understanding	
GAP Skills cluster associated with this attribute	• Ethics awareness • Professionalism • Sustainable development
Information Literacy	A journalism graduate's negotiation of new technologies and new approaches to media and communication will be governed by an understanding of the ethics of privacy and human rights
Research & Inquiry	A journalism graduate's professional choices will be informed by a sound knowledge of media histories, forms, technologies and techniques and an understanding of the ways that media and communications facilitate democracy and global citizenship.
Ethical, Social & Professional Understanding	A journalism graduate will function ethically and professionally in a variety of autonomous and organisational environments across the rapidly changing media and communications sector
Communication	A journalism graduate's choice of sources, story formats, and story approaches will be governed by an understanding of media ethics and professional responsibilities and an understanding of media communication as an engaged participatory process.
Personal & Intellectual Autonomy	A journalism graduate will be adept at assessing and negotiating personal and organisational ethical frameworks for ethically responsible professional practice.

The fact that most university graduate attribute statements emphasise some aspect of ethical responsibility are indicative of an emerging view that universities are training graduates for engaged global citizenship not merely for employability.

Many professions such as medicine and law have very explicit and well-developed professional ethical frameworks that sit at the heart of their professional self understanding. This is perhaps even more the case with journalism which has

Types of subjects where these learning outcomes would be covered

Ethics and Law
Journalism/Communications Studies
Professional Practice
Specialist reporting subjects

historically defined itself as a “fourth estate”. The journalist’s union, the MEAA, puts it this way in their code of ethics:

“Journalists describe society to itself. They convey information, ideas and opinions, a privileged role. They search, disclose, record, question, entertain, suggest and remember. They inform citizens and animate democracy. They give a practical form to freedom of expression.”

This political ethical role of animating citizenship is at the heart of journalism as a profession and as a discipline. One educator put it this way:

Journalism is irretrievably caught up with a political role and notions of the public and notions of democracy and participation, which puts it in a different place from most other disciplines. Because in most other disciplines you are talking to fellow scholars and then you might vernacularise it for the public. Journalism is always directed to the public.

It is this broad context that is important in developing a vibrant set of ethical competencies in journalism graduates.

However there has been a traditional tension between industry and journalism education as to how much theoretical content and what ethical frameworks ought to be included as part of a journalism education course.

Some industry respondents seem to believe that an over emphasis on ethics can lead to a type of professional paralysis. As one public radio editor put it:

I’ve often found that students want to know whether the fire can be covered ethically, rather than how to cover it, there’s just a, often with these kids there’s just a turgid perimeter that they’ve got to swim through before they can actually get to the basics of this business, and that just annoys me, it’s silly.

However the competencies outlined above

Types of Assessments that could measure aspect of these learning outcomes

TASK: Media Law Exam which canvases both knowledge and case study application of knowledge and legal reasoning

LITERACIES: Can provide an assessment of students’ capabilities of negotiating the legal parameters of public communication. An effectively designed exam can also demonstrate broader literacies in reasoning and critical analysis not just retained knowledge.

NOTES: Exams are usually not the best markers of students having achieved broad adaptable literacies or capabilities in a given area however when assessing students abilities to negotiate legal and ethical frameworks it is important to assess their reservoir of “ready” knowledge that will act as an alert system to potential legal and ethical problems in professional practice.

TASK: Journalism Ethics Case Studies which require students to research and analyse the ethical context for media practices

LITERACIES: Case study research develops broad competencies in historic and applied research as well as in this instance focusing on an assessment of ethical/professional understandings.

NOTES: A case study approach is particularly appropriate for the assessment of ethical competencies and understandings as it requires students to link theory, history and an analysis of practice. Incorporation of both practice based realities and broad media histories should inform a case-study approach.

emphasise that ethical frameworks guide very practical parts of journalistic decision-making processes. They govern story choice and navigation of newsworthiness – in the public interest – as well as source choice and diversity.

In order to facilitate a notion of an ethical professional framework which facilitates rather than inhibits efficient professional choices a broad range of theoretical frameworks must be covered in the journalism education curriculum while maintaining an emphasis on practice. One educator expressed it this way:

So I would certainly say that if you are graduating people who have got the word journalism in their degree title the grounding and the focus should be practice and the theory should inform that. But I certainly agree with you that always, but perhaps now more than usually, theory is important, but which theory? There are all sorts of bodies of theory you can draw on in journalism. There's political science, there's legal and ethical studies and there's textual analysis, post-modern stuff as well and I would say that all of those bodies of theory are relevant and indeed essential. Some courses seem to me to focus only on one and that is the media studies tradition and that is only one of several bodies of theory, which are equally important. And now there's a whole school of thought on, which I'm trying to get familiar with at the moment on organisational change and the history of technological disruption, which is highly relevant and very few media and communications scholars are up with it.

Because journalism draws on a range of interdisciplinary fields in developing both its methods and its theoretical frameworks, the historical context of the development of the profession is a particularly important area for journalism education to cover because this is what provides a robust sense of professional identity to budding journalists. One educator developed a sense of this relationship:

So the whole idea is that you produce a graduate who's got serious technical professional skills out of the journalism practice stream and who's also done a really serious journalism studies major where they take themselves seriously as a journalist in terms of historical debates about the role of journalists, the emergence of those debates, the changing nature of the industry, etc. And then what are you doing in journalism practice, what is the nature of your practice to generate truth claims and circulate those... And that really brings home to them, what am I as a journalist bringing to this debate? I'm not a criminologist, I'm not an ethnographer, I'm not a political economist, I am a journalist and this is what I bring to those disciplines.

Table 7.7: Communication

Information Literacy	A journalism graduate will effectively leverage the full spectrum of technological solutions to produce professional public communications in a variety of differently resourced environments
Research & Inquiry	A journalism graduate's public communication products will be underpinned by rigorous, critical, original research and exhibit creative responses to public communications problems
Ethical, Social & Professional Understanding	A journalism graduate will function ethically and professionally in a variety of autonomous and organisational environments across the rapidly changing media and communications sector They will be familiar with and adept at utilising a range of standard journalistic conventions in the presentation of news and feature stories
Communication	A journalism graduate will be adept at engaging a variety of audiences through entertaining, creative and informative story formats presented in a broad range of media. Their execution of media communications will be underpinned by an understanding of and designed to facilitate the participatory cycles of contemporary communications.
Personal & Intellectual Autonomy	A journalism graduate will be able to edit and produce a range of communication packages both independently and collaboratively They will be able to engagingly present and promote their own work as skilled communications professionals

While effective professional and personal communication is a generic graduate attribute in nearly all University frameworks it is obviously the core of journalism's disciplinary competencies.

Our analysis of Australian courses indicate that all courses have adapted to the challenge of "convergence culture" (Jenkins 2005) in some ways but that few have embraced fully convergent delivery of their courses with many still maintaining specialised streams that emphasise media based skills in print, online, and video and audio broadcast.

Types of subjects where these learning outcomes would be covered

Newswriting
 Multimedia/online journalism
 Broadcast/Radio/TV Journalism
 Specialist reporting subjects
 Journalism/Communications Studies

Almost all industry and educator respondents emphasised the importance of developed multimedia skills as the basis for contemporary journalism. But they emphasised that this was not just about being technologically enabled it was about being able to make competent multimedia choices. One print based editor put it this way:

I think increasingly a single convergence stream is it, I think it will mirror more closely the experience in the mainstream I mean you know I talk from the print point of view, I mean there's less convergence in TV and to a lesser extent radio but certainly in print, convergence still needs to be there, they need to be able to show how a story can be represented in 3 or 4 platforms, and you know this is the thing, it's really about as you know it's really about how you tell the story best, and how you change that story to best tell it according to the medium that you're using.

This emphasis on effective, informed use rather than mere technological competence was emphasised across media. This was true of those working in single and multimedia environments. One radio news editor said:

If audio is going to drive your story then it has to be very good quality and it has to really be meaningful to that story. Don't chase audio just for the sake of it.

However a surprising number of industry and educator respondents also emphasised the perennial importance of writing skills. One print editor said:

I don't think you can ever have enough emphasis on the development of writing skills, it's the crucial thing in journalism I believe, if someone can write beautifully to get their story across they're going to be a good journalist.

Types of Assessments that could measure aspect of these learning outcomes

TASK: Multimedia Portfolio website

LITERACIES: As well as presenting opportunities to assess specific communications competencies across stories and across media a website of related material requires the demonstration of editorial conceptualisation, presentation and control. This allows the assessment of broader strategic/conceptual communication skills alongside communication production skills.

NOTES: Portfolios of stories can be used across subjects and culminate in the development of a personal portfolio site which moves to a third stage of communication conceptualisation: a site which communicates the personal brand of the journalist.

TASK: Advocacy Journalism Project with a set of communication and strategic outcomes

LITERACIES: A community engaged project tests capabilities across the spheres of communication, community engagement and strategic analysis.

NOTES: A journalism project with specific community engagement objective assesses disciplinary capabilities beyond the traditional objective journalism paradigm and acknowledges the range of participatory projects that journalists are now engaged with

Writing was seen as an important skill that underpinned other media – broadcast requires scripting for example – but it was also thought to have other benefits. One educator put it this way:

The other thing is that I think the ability to write clearly is the ability to think clearly and so even if you told me journalists weren't going to write anymore I still would be inclined to teach that as a clear thinking skill.

But this same educator went on to emphasise that even here variety and innovation was important together with traditional skills:

But the other thing we do, we teach the inverted pyramid of course but I run alongside that, I say here is the inverted pyramid, really important concept, you need to learn to write like that but also look at Google living story, look at the way data journalism visualisations are presented. Look at the Andy Carvin experience¹ where the finished product is not a story at all, it's a process. Understand that while this – the inverted pyramid – is a really important foundational skill it is not the only way of doing news. So I run those two things along side by side.

Although a need to master a variety of long and short forms of journalistic writing was mentioned by most respondents editors also emphasised writing as a technical skill. As one print editor pointed out resource changes in the industry will mean that journalists will need to have even sharper writing skills than their predecessors:

There's a huge move away from production journalism, there's going to be very few sub editors in the future, there's going to be a much greater expectation on reporters to file straight, straight to the outlet, straight to the web or to the paper, and um you know they need to be able to write, they need to be able to write, fast and concise and - *and cleanly* – accurately.

Another editor pointed out that other industry changes are also affecting long held conventions about news format principles. While many organisations still expect news stories to be composed from multiple original sources this is now often difficult in the face of pressure to produce shorter stories. A print editor described this:

One thing that does make the job a little more difficult these days is that story lengths have shrunk. Back in the day some of my stories were 70cm and that that's rare now. A 70cm story in a newspaper today would be split up in three or four ways and a lot of stories are running at about 20cm so that can be a challenge to go to multiple voices and get them in a 20cm story. You've got to write very tight for a 20cm story to still be balanced.

Story formats are also evolving in other ways and a number of respondents mentioned the

¹ Andy Carvin is a US NPR journalist who is renowned for his curation of Twitter and social media during the Arab Spring, his reporting of the Arab Spring was therefore his continuous Twitter feed.

need to be able to produce ongoing iterations of a story:

When they're out covering an event they might phone back to the office with two or three paragraphs. We actually equip our journalists with laptops so they can do it themselves so they can tap away a couple of pars and we can get that up. ... Nowadays you don't necessarily wait for all the facts to come in before you break the story. If the story is out there and people are hearing about it on Twitter and radio and Facebook they are going to turn to your website or your paper to see what your coverage is and if you don't have anything they're going to turn to the next source. So the idea is that even if it's a two-paragraph story saying – reports of this, more information to come – that's how you start your story. You don't kind of go away, do the story and present it as a complete package. It's something that is much more kind of in progress..... They need to be attuned also to the way in which stories might change: like you might put a story out on the web about, there might be a community meeting about a contentious local issue and you'll post a story on the web and you'll get a huge reaction to it. So the reaction to that story becomes your next print story. So there's not just this idea of one story covering an issue per week, as we're a weekly newspaper, but it's stories are always evolving and developing.

This same editor went on to talk about the importance of social media and the way audience interaction changed story formats and journalistic practice:

One of the ways in which journalism has changed in the past even five years is that it's gone from – like the task might be go and write a story, go and interview this person and do a story now the task is – moderate this discussion, or provide content around this issue. And that's one area where a lot of the young reporters seem quite good and are happy to do it and even though the job or the task is more kind of, it's not as clearly defined they're kind of comfortable doing it and they understand it. Whereas some of the older reporters who are more fixed in – well that's a story and you write it for the paper and then put it online – don't get it.

The move to multiple digital editions is another issue that needs to be thought through beyond the level of mere competency. As one editor put it:

We have an iPad edition and you know we have the website and we have iPhone apps and we're finding different audiences with all of those You know we talk generally about digital audiences, but there are so many digital audiences our iPhone audience is much different to our iPad audience, so you know you're writing for those different audiences.

This same editor thought that while graduates were often technically competent to produce stories through multiple media they were not always adept at combining them effectively to “value add”.

You know they're they arrive here and they're writing for the paper and all that sort of thing, but they've not given any real thought at all to digital versions of the paper, or you know the possibilities or those value added things that go with, with online copies. I'm talking about audio, video that sort of thing that you can add to a story online, you know even pictorial slideshows, or polls and that sort of thing. They certainly know what blogs

are and how to build them and that sort of thing, but you know the idea of incorporating that into news stories and news coverage or coverage of certain issues, I'm not seeing it at all.

Much of the decision making about how mainstream media is using these new technologies of communication is complex and involves experimentation, analysis and intuition. One editor described their paper's use of Facebook:

It's a place to get out immediate information. Stuff that is going to help people in their day-to-day lives. So if we hear that the trains are down on our line that is the kind of information that we would put on Facebook. We want to posit the paper as something that is useful to people and helps them in their day-to-day lives and that's something we can use Facebook for. So, rough seas: be careful or huge storms are coming, that kind of thing ... Also we're very conscious that it's a medium that is used by office workers, you know they're a bit bored so they log on mid morning just to see what's happening and again mid-afternoon so it's that kind of, what would be interesting to them. Here's what you're missing out on today folks – here's the beach or in the afternoon, this main road is closed so choose another route.

Table 7.8: Personal & Intellectual Autonomy	
	• Manage Change • Work Independently • Leadership • Teamwork
Information Literacy	A journalism graduate will be able to identify and leverage a variety of new and existing technological solutions to facilitate effective and efficient solutions to emerging media problems
Research & Inquiry	A journalism graduate will be skilled researchers who can identify emerging trends and who can source and provide information that will aid the effective and efficient adaption to and facilitation of change in a rapidly changing media sector
Ethical, Social & Professional Understanding	A journalism graduate's sound knowledge of media histories, ethics and professional processes will aid their effective and efficient adaption to and facilitation of change in the rapidly changing media sector
Communication	A journalism graduate will be able to edit and produce a range of communication packages both independently and collaboratively
Personal & Intellectual Autonomy	A journalism graduate will be able to work independently and collaboratively in a range of autonomous and organisational environments across a constantly changing media and communications sector. They will exhibit resilience and creative flexibility in the face of change.

The GAP taxonomy for this set of capabilities is a cluster which encompasses professional adaptability and the capacity to work both independently and collaboratively. Importantly in terms of the professional challenges facing contemporary journalism it also includes the ability to navigate change. Such a capacity to both independently and collaboratively navigate change and

innovation is a key disciplinary capability required of contemporary journalists.

As noted in the section on communication capabilities above graduates need to navigate a range of changing multimedia presentation formats. However as one editor put it this must be matched by a determination and confident set of self management skills:

They should definitely have a multimedia approach, because there aren't going to be jobs specifically in print or online soon. I think that they are going to need to be multi-skilled across platforms, they're going to need to be prepared to work in challenging and busy environments they're going to have to be prepared to go straight in at the deep end, cause I don't think that the industries have got the money anymore to kind of ease people in on the rounds that they might have done when they were graduates to even 10 years ago, I think that they definitely need to focus on multimedia jobs rather than on print, or radio, or online.

This independent ability to initiate stories is an expectation of editors and while some industry respondents believed that many graduates exhibited such drive others warned that it could be lacking. One print editor said:

Types of subjects where these learning outcomes would be covered

Journalism Project
Newsroom
Internship
Professional Practice
Journalism/Communications
Studies

Types of Assessments that would meet these learning outcomes

TASK: *Capstone Newsroom Publication projects provide an authentic simulated environment that bring together a range of collaborative and independent work practices*

LITERACIES: Newsroom projects provide capstone summative assessment of a range of literacies, from the production of specific communication artefacts through to facilitation of work flow. Specific literacies around teamwork, leadership and independent initiative are negotiated in these types of assessment projects.

NOTES: This is a complex assessment task that must proceed through a range of stages. Students must take on a range of defined roles and have the opportunity to produce a practice reflection as well as diverse portfolio of work. New technologies such as evolving app based mobile reporting should be introduced as part of this process and explicitly staged as "innovation" testing in order to further mimic industry realities.

TASK: *Entrepreneurial Media Project in which students research an industry need and develop a strategy for a new product, service or application*

LITERACIES: These projects also provide capstone summative assessment of a range of capabilities including research and information literacies as well as a focused attention in applying skills and knowledge to an industrial/community context.

NOTES: A project like this demands a carefully sequenced series of subjects in prior years which have effectively set out not just generic journalism/communications theory but have embedded this in an analysis of contemporary industrial practices and challenges

The other thing I think you know can be a weakness that we see, is that not really knowing how to go about getting stories so not really sure where to look for stories. They're OK at chasing stories if they're handed to them, you know, here's a story – go. But they're sometimes not as great at sort of initiating it, having the ideas of what can and can't be a story. Now you're realistic enough to know, that new people into the industry after graduating aren't going to be able to you know suddenly walk in and say you know I'm going to get a Walkley award winning story, but um, that sort of idea of news sense and where to go looking for stories I think can be underdeveloped in some of the kids that we see coming out of uni.

As noted earlier because of the fast pace of innovation courses have to be revised constantly and they have to teach from a flexible perspective. As one educator said:

I fully expect to be revisiting the curriculum every year possibly even every semester to try to keep up with changes. We also teach – there's a very heavy reliance on social media, one of the new skills that needs to be taught is how to use social media journalistically, both to promote ones journalism but also to, if you like, curate and gather an audience around the journalism. Now this is a developing field so when I say teach it, we can't do much more than say the future is that-a-way but we should do that. And encourage students, most of them already are of course, to be engaged with changes as they develop. Because we don't know what the next big thing is. Three or four years ago people were talking about Second Life being important for journalism and I think that while it's clear it has it's uses, it's not the next big thing. Twitter on the other hand I think is a hugely significant journalistic innovation and tool.

A number of educators indicated that because the industry is changing so fast we need to reconsider what journalism actually is. One educator put it this way:

Many people now commit acts of journalism from time to time without identifying themselves as journalists and that trend is going to grow and be increasingly important and journalism will also be done in many places where it hasn't been traditionally done. So for example we have the AFL getting into sports reporting in a big way. They've got 40 journalists working in a newsroom. Now is this journalism or Public Relations? That is an open question – time will tell. The Commonwealth Bank I hear is planning to get into business journalism, and this will be a growing trend. Because in this world, any organisation of any size is in some sense a media organisation. Many NGO's that would have once issued media releases are now hiring journalists and conceiving what they are doing as journalism - obviously in accord with the interests of the organisation that pays the bills. Now the barriers between journalism and PR – that's not a new question but we do need to think it through afresh because it's clear that many of the places where journalism happens will be collaborative. ...We're going to have to rethink and perhaps be a bit less conservative while still understanding that integrity of journalism and independence – integrity is a better word than independence I think in this context – and dis-interest, these are important values that we have to protect but perhaps we should lower our fists a little bit when approaching other people who are in the knowledge space.

However, both journalism educators and industry respondents cautioned that both the

needs of traditional industry and the needs of these new enterprises and entrepreneurial projects need to be balanced in journalism education programs. One experienced print editor and trainer put it this way:

Look I suppose there's there is some consideration given to this around providing a mix of journalism skills with the capacity to be a sole trader or a better phrase that in you know entrepreneurial skills are in fact something that should be considered as an addendum to those mainstream media skills because you know your opportunities to work in the mainstream are clearly not as strong as they were 3 years ago, so I understand that kind of entrepreneurial impulse. But I think if that's going to be the case it has to be very carefully monitored in terms of how it works in with the broader mainstream media, cause I think ultimately there remains the opportunity for connections between those sole operators and mainstream media. You still need to be able to pitch stories, you still need to be able to demonstrate your content is of a sufficient standard to have a broader audience, you still need to be able to demonstrate to advertisers even that you're doing is of the of sufficiently sophisticated niche targeting to be valuable as a revenue spinner. So I mean I think if we're going to go down that path there needs to be some fairly strict crossover with that more mainstream approach.

Journalism education in many ways provides an inherently adaptable skill set that is in line with many approaches to the development of broad based transferable skills. As one educator put it:

This is a course that teaches you how to go into unfamiliar situations, talk to people you've never talked to before, figure out what's going on quickly and efficiently and then produce a really fair, balanced but interesting report on that. There's not a single employer in any industry who doesn't think that's a really valuable skill.

This same educator said that they believe students are entering journalism education course with this in mind, with eyes wide open:

Because they aren't thinking that 'I'm going to go and get a job and work for The Age for 25 years or 30 years ... Facebook might not exist in five years time - they spend half of their time on Facebook but it might not exist in five years time. So the whole idea of a dinosaur industry collapsing means nothing to them.

Educators are usually themselves journalists and have been trained in many of the same traditional skills and inculcated into many of the same dispositions as those who are still managing newsrooms. But educators also need as one put it, "lower our fists a little". Journalism does not need protection it needs innovation:

We are kidding ourselves that these are new questions, they have always been there. There has only been a relatively brief period in human history when these ideas of editorial independence within a huge industrial media structure have existed in the way that we are now trying to preserve. And I don't think we should be, well we should be trying to preserve it, but we should also be trying to evolve it and lower our fists a little bit.

Case study in renewal

The University of Wollongong

The University of Wollongong has taught Journalism since the early 1990s when the program was set up under the late Professor Clem Lloyd. Initially established as a Graduate School of Journalism, it sat within the Faculty of Creative Arts, alongside programs in Music, Drama, Visual Arts and Graphic Design. In the early 2000s, the University offered a small suite of Journalism subjects at undergraduate level via a major in the newly introduced Bachelor of Communications and Media Studies. Interestingly, the new degree was offered by the Faculty of Arts, not the Faculty of Creative Arts in which the Graduate School of Journalism resided. Much of the teaching into the new program was undertaken by sessional staff, with staff from the graduate program having oversight of the subjects.

In 2005, the Faculty of Creative Arts was restructured into three schools, with the then Dean, Professor Andrew Schultz, dismantling the Graduate School of Journalism in favour of a School of Journalism and Creative Writing. Schultz, along with the then Vice Chancellor, Professor Gerard Sutton, recognised that Journalism offered considerable opportunities for growth at an undergraduate level. The new head of school – an external appointment – was given a mandate to (1) establish a Bachelor of Journalism degree; (2) expand the number of Journalism subjects offered within the BCMS and (3) seek to revitalise the postgraduate program which had suffered from low enrolments.

Whereas the postgraduate program had been taught by three staff (two after Lloyd's resignation), the University provided funding for additional staff to teach into the BJ. Staff – including those who had taught within the postgraduate program – would also have responsibility for teaching into the BCMS, even though it sat within another faculty. In total, five new appointments were made, reflecting the shift in emphasis and the structure of the new BJ degree in particular.

The BJ was designed at a time when traditional newsrooms were beginning to embrace the idea of convergent journalism that is the belief that technology would break down the traditional boundaries between print, audio and video. With that belief in mind, the following program was designed:

Table 7.9: UOW's BJ structure 2006-13

Year 1	
Semester 1	Semester 2
Introduction to Journalism	Introduction to Graphic Design
Theory meets practice	Legal and Professional Issues for Journalists
Elective 1 (non journalism)	Newsroom Practice (1)
Elective 2 (non journalism)	Elective 3 (non journalism)

Year 2	
Semester 1	Semester 2
Journalism Investigation and Research	Convergent Journalism (1)
Introduction to Broadcast Journalism	
Newsroom Practice (2) – Feature Writing	
Year 3	
Semester 1	Semester 2
Newsroom Practice (3) – Editing and production	Journalism Project
Convergent Journalism (2)	Internship
Streams:	
Broadcast	Electives
(1) Introduction to Broadcast Journalism	Advanced Journalism Project
(2) Advanced Broadcast Journalism	
	Literary Journalism
Print: Students can choose from	Arts Journalism
	Lifestyle and Magazine Journalism
	Photojournalism
	Advanced Publishing and Design
	Political Journalism
	Finance Journalism
	Advanced Documentary Journalism
	Advanced Journalism Ethics
	International Journalism

To graduate with a Bachelor of Journalism, students were required to complete 144 points of study, including 108 points of Journalism and 36 points completed in another program. The 108 points of Journalism included all core subjects, one of the specialist streams (broadcast or print) and three journalism electives.

For the first five years, the intake into the Bachelor of Journalism program was capped at between 40 and 50 students. In 2013 the cap was lifted. In the first three years, entry to the degree was via a written application, and either a general knowledge examination or a daily editorial conference in which small groups of prospective students were invited into a simulated newsroom and asked to pitch story ideas to the ‘editor’. After year three this approach was dropped following a Faculty edict that such processes were too time consuming for staff.

Since its introduction, the program has been undergoing a process of renewal in order to ensure that graduates are ‘job ready’. From 2014 a new degree structure will be introduced,

The new streamlined degree is contained in Table 6.9 (below)

Semester 1					Semester 2				
100 level			BCM101	JRNL101 Media reporting and storytelling 1	JRNL112 Convergent media reporting and production	BCM106			
200 level			JRNL203 Audio journalism production	JRNL201 Media reporting and storytelling 2	JRNL202 Media editing and production Practice	JRNL204 Video journalism production			
300 level		JRNL305 Journalism Professional Practice	JRNL303 Journalism Newsroom Or JRNL304 Internship	JRNL301 Data Journalism Research and investigation	JRNL302 Narrative Portfolio	JRNL303 Journalism Newsroom Or JRNL304 Internship	JRNL306 Issues in Journalism (Capstone)		
Open electives									
200 level			Photography (BCA open studio)	JRNL250 Professional Writing 1	Online, mobile and social media (BCA open studio)	JRNL212 Magazine, lifestyle & arts journalism	JRNL211 Advocacy Journalism		
300 level		JRNL313 Audio Journalism (2) BJ ONLY	JRNL311 Narrative Non-fiction	JRNL350 Professional Writing 2	New Documentary (open studio)	JRNL315 Journalism Research Project	JRNL314 Video Journalism (2) BJ ONLY	JRNL360 Convergent Newsroom Practice BCMS ONLY	

				Journalism minor
		+2		BCMS J&PW Major
		+2		BJ

Conclusions:

This report is the first in almost 20 years to consider the state of journalism education and training in Australia. In so doing, it builds extensively on the work of Stuart (1996), whose ground-breaking PhD thesis provided significant insights into the development of journalism education and training throughout much of the 20th century.

Stuart's thesis was published at a time when journalism worldwide was undergoing significant changes, mainly driven by technology, with more on the horizon. For much of the latter half of the 20th century the relationship between industry and university-based journalism educators had been an uneasy one. While the training of journalists was considered an important role, there was an ongoing debate as to who would have primary responsibility for it – industry or non-industry providers. The latter, at different times, have included universities, Colleges of Advanced Education, TAFE and/or accredited private providers. This debate gained a particular poignancy in the latter part of the 20th century and during the first 13 years of the 21st century when the industry was shaken not just by the emergence of new media competitors, but also the need to adjust to the new competition and associated changes in consumer habits by reviewing how they produced and delivered their content. One of the results of these changes was drastic job shedding by traditional print media organisations, as these were the most affected by the new media platforms and start-ups.

While the traditional media outlets were struggling to come to grips with the new realities, a number of senior practitioners lobbed a hand grenade in the direction of the university-based journalism educators, questioning whether they were producing graduates with the skillsets required to enter this 'brave new (and unknown) world' of journalism to borrow and adapt the title of Aldous Huxley's seminal text from 1932. This attack prompted a torrent of responses from journalism educators, who claimed that the success of their graduates in gaining jobs within mainstream media organisations suggests that they were catering to the needs of industry.

With little chance of this debate being resolved in the pages of Australia's national daily newspaper, the researchers decided to conduct a study journalism educators and journalists, editors and editorial trainers. It did so, with a number of questions in mind:

- (1) Are there any significant differences in opinion between the educators and industry regarding the quality of university-based journalism education in Australia:
- (2) What are the journalism programs doing well and/or badly?
- (3) Have they kept abreast of technological change; and
- (4) Are they providing what industry wants in a graduate, both in terms of technical skills and/or theoretical knowledge that may be journalism based or drawn from another discipline.

In considering these questions, the report is divided into seven substantive chapters, topped and tailed by an introduction plus this conclusion. The first half of the report is provided by way of context. While some readers may question the amount of space devoted to the historical summary and the development of awards, it is argued that this is critical in the sense that it helps to provide the background against which any antipathy between industry and the academy may have developed over time. These chapters also help to distinguish between journalism education and training as well as providing some interesting and important insights into the development of both over time. Without this background, it would be difficult to understand how the seeds of discontent could have developed.

The critical findings – in the context of the current debate – are chapters five and six. In chapter five we consider the views of journalism educators. Those of journalists, editors and editorial trainers are analysed in chapter 6. From these chapters the following findings can be made:

- 1: Interviewees (both industry and academic) agreed that there was a key role for universities in providing both an educational background and skills-based training for people contemplating a career in Journalism and early career journalists.
- 2: Not surprisingly – given the debate that provoked this study - there was some disagreement, both between industry and academe and even within the two sectors, as to what the ideal university-based Journalism program should consist of. In part this discussion boiled down to a debate about whether university-based degrees should be generalist in nature, or journalistic; theory-oriented or practical in nature?
- 3: The difficulty in resolving this debate is highlighted by an analysis of the various undergraduate degree programs on offer. The study found that there was a wide range of offerings available, with considerable differences in structure even between dedicated Bachelor of Journalism degrees, or similarly named programs.
- 4: Industry does not appear to have much insight into the structure of the programs on offer, even within their home states, or that they cannot necessarily agree on what should be taught (either in terms of practical subjects or theory). There was agreement, however, that industry and universities need to work more closely, with a belief that industry could have broader input into program design and revitalisation.
5. The journalism and media industry has undergone major structural change due to the introduction of new digital technologies, this rapid, fast-paced change is notable in many industries but is acute in the media sector and therefore demands a particularly responsive and adaptable curriculum for journalism education.
6. The demands of industry and of journalism educators for continual renewal in journalism education courses are matched with an ongoing debate about academic standards within the Australian higher education sector which requires all university degrees to rigorously map learning outcomes against agreed upon national standards.
7. This report argues for a “**relational approach**” to standards enforcement and curriculum renewal. This is one which constantly stresses the need to map and evidence the relationships between, generic attributes and disciplinary capabilities; the relationship between skills and knowledge and their application; the relationships between disciplinary communities, professional bodies and industry; the relationship between macro course structure and micro subject design.

Deliverables

1. A framework for curriculum renewal based on this relational approach to negotiating disciplinary standards and curriculum design is outlined in Chapter 6 of this report.
2. It includes a new mapping of journalism disciplinary standards which integrates a unique approach to threshold standards, learning outcomes and graduate qualities.
3. The team has presented papers at conferences and seminars in Europe, Melbourne and Western Australia based on our findings.
- 4: An additional paper was presented at the JEAA conference in Queensland in December 2013.
5. We have a number of journal articles in preparation.

Recommendations

- (1) That this team and the Journalism Education Association of Australia (JEAA), OLT funded, disciplinary standards team continue to consult with journalism educators in the lead-up to the JEAA Annual Conference in December 2013
- (2) That this joint group produce a resource web site that clearly:
 - a. outlines the diversity of courses on offer throughout Australia;
 - b. provides resources for designing a standards based journalism education curriculum;
 - c. provides an ongoing repository for case studies in curriculum innovation.
- (3) While individual universities have good working relationships with industry these are often individual not institutional relationships. It is proposed, therefore, that the JEAA establish a working party comprising senior industry people, Journalism educators, and representatives of the Media Entertainment and Arts Alliance (MEAA) to produce a comprehensive strategy for co-operation and interaction between the academy and industry across the lifecycle of journalism careers, including initial training and ongoing career development.

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