

INFORMATION

Multiliteracies | Graduate Outcomes | Industry Standards

Assessments that could measure aspects of these learning outcomes

TASK: Multimedia assignments such as audio slideshow reports provide multilayered authentic tasks which readily assess integrated multimedia literacies

LITERACIES: Specific technological literacies to do with gathering broadcast quality audio, understanding different audio file formats, manipulating camera controls to produce quality imagery and use of editing production software underpin the task. Uploading to a website and or embedding the product in a blog presents a further layer of technological literacy.

NOTES: Embedded in a broader learning framework specific skills go to wider "media"; "web"; "editing" literacies. However these need to be drawn out in activities, lectures or reflective activities because too often the focus of these types of assessment tasks are on the artefact outcome rather than on building transferrable skills.

Information Literacy	
	<ul style="list-style-type: none"> • 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	<p>They will understand fundamental technological and software processes and functions which will enable them to quickly adapt to changing technologies and programs</p> <p>They will be aware of the ways that technologies can facilitate both independent and collaborative work.</p>

Assessments that could measure aspects of these learning outcomes

TASK: Media Case Studies which require students to research and analyse current or historic media practices

LITERACIES: Production of case studies assist students in developing a broad professional framework for their engagement with practical media technologies and innovations as well as developing and assessing, research and critical analysis skills.

NOTES: Case studies of innovation and change are particularly important in developing the type of adaptable "mindset" needed by journalists who want "to improve journalism, not simply replicate or salvage it" (Anderson, Bell, Shirky 2012)

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Generic skills and adaptable curriculum

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:

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.