

RESEARCH

Multiliteracies | Graduate Outcomes | Industry Standards

Assessments that could measure aspects 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. Active reflection on decision making practices at both the interview and editing stage introduces elements of ethical practice and personal autonomy.

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.

Research & Inquiry	
	<ul style="list-style-type: none"> • Ability to undertake research • Critical analysis • Discipline knowledge • Problem Solving
Information Literacy	They 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	They 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	They will be adept at gathering, organising and communicating complex information in clear, concise, engaging and entertaining ways.
Personal & Intellectual Autonomy	They 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.

Assessments that could measure aspects of these learning outcomes

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.

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Research: processes people and pressures

Research is both a core academic and journalistic skill and has to be taught in a thorough and diverse set of ways. However as one print industry respondent pointed out there are also specific industry contexts that need to inform our teaching:

The thing that frightens me more than anything about this is that because 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 core to the research capacity of journalism graduates. One educator made the point that this essential skill is often taught within the context of other subjects and maybe ought to be given a more defined place within the curriculum:

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, is that it almost always involves human encounters and human sources. 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.