COMMUNICATION

Multiliteracies | Graduate Outcomes | Industry Standards

Assessments that could measure aspects 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.

Communication	
Information Literacy	They will effectively leverage the full spectrum of technological solutions to produce professional public communications in a variety of differently resourced environments
Research & Inquiry	Their 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	They 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

Assessments that could measure aspects of these learning outcomes

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

Multimedia communication: adding value

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 …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.*

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 in multiple media they were not always adept at combining them effectively to "value add".

> T*hey arrive here and…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 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.., but…the idea of incorporating that into news stories and news coverage or coverage of certain issues, I'm not seeing it at all.*