AUTONOMY

Multiliteracies | Graduate Outcomes | Industry Standards

Assessments that could measure aspects of these learning outcomes

TASK: Capstone Newsroom Publication projects provide an authentic environment that bring together a range of collaborative & 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 reflection as well as diverse portfolio of work. New technologies such as mobile reporting can be introduced as part of this process and explicitly staged as "innovation" testing in order to further mimic industry realities.

Personal & Intellectual Autonomy • Manage change • Work independently • Leadership • Teamwork	
Information Literacy	They 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	They 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	Their 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	They will be able to edit and produce a range of communication packages both independently and collaboratively
Personal & Intellectual Autonomy	They will be able to edit and produce a range of communication packages both independently and collaboratively

Assessments that could measure aspects of these learning outcomes

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

Autonomy: facing innovation & change

Graduates don't only need to navigate a range of changing multimedia presentation formats. 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.*

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.*

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.*