Journalism Education
and Research Association
of Australia

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QUT
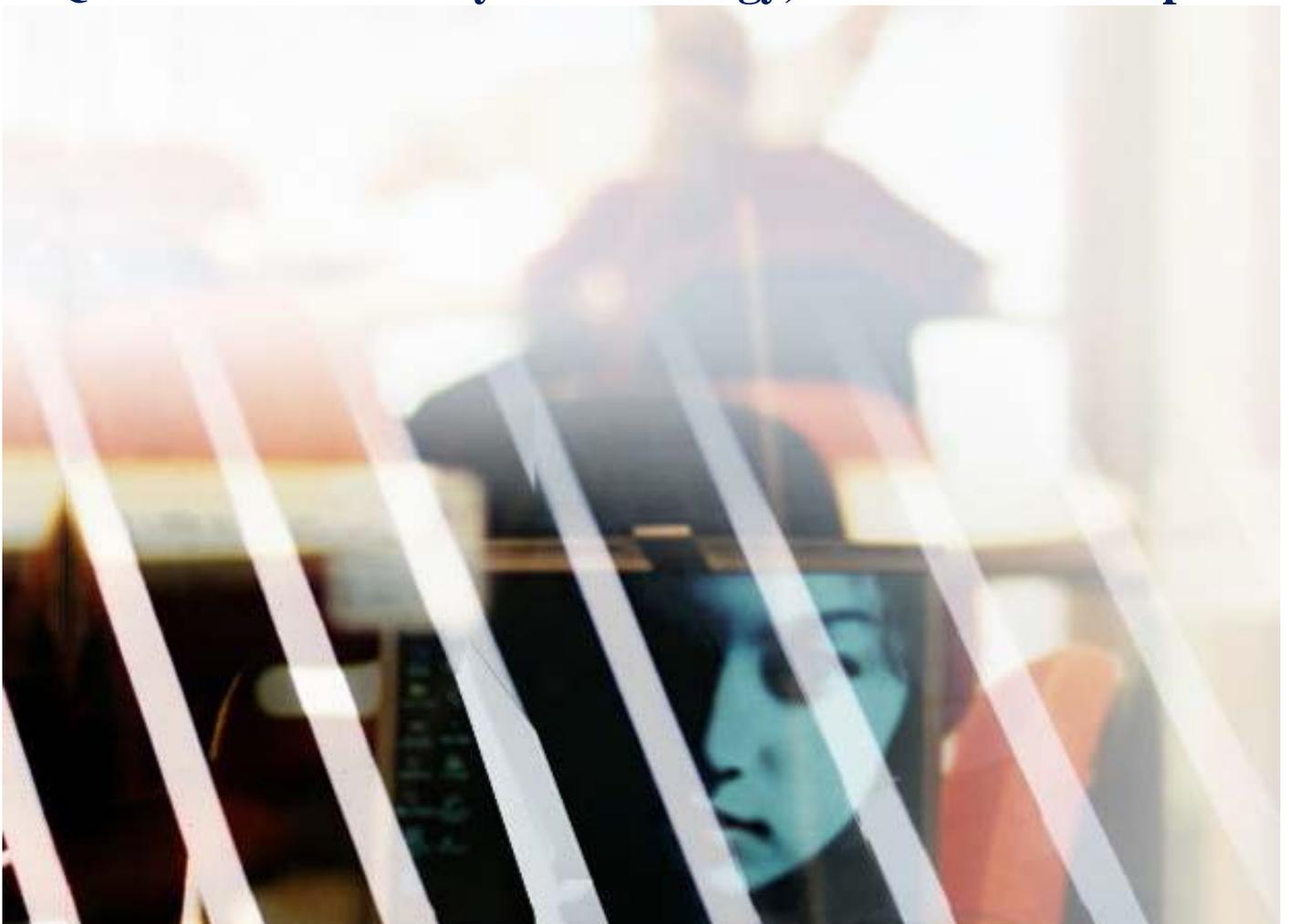Queensland University of Technology
Brisbane Australia

The New Journalism Ecosphere

2016 Conference of the
Journalism Education & Research Association of Australia
2 December, 8:45am-4:30pm

The Loft (Z2 building), Creative Industries Precinct, Queensland University of Technology, Kelvin Grove campus

Hosted by QUT's Journalism, Media & Communication Discipline

Conference Convenors   Angela Romano a.romano@qut.edu.au
Leo Bowman l.bowman@qut.edu.au

See www.jeraa.og.au/conference/ for registration details and conference updates
Twitter: @JERAAus

The New Journalism Ecosphere

2016 Conference of the Journalism Education & Research Association of Australia

Time: 8:45am-4:30pm, 2 December 2016

Location: The Loft (Z2 Building), Creative Industries Precinct, Kelvin Grove Campus, Queensland University of Technology, Brisbane

Registration: Attendance is free, but you must register via Eventbrite to attend

When registering for the conference, please pick only ONE of the following options:

- Attend the Panama Papers keynote only
- Attend the full JERAA Conference 8:45am-3pm (including the Panama Papers keynote but NOT the Annual General Meeting)
- Attend the full JERAA Conference 8:45am-4:30pm (including the Panama Papers keynote PLUS the JERAA Annual General Meeting and afternoon tea)

Thank You

The New Journalism Ecosphere

2016 JERAA Conference Draft Program, Subject to Minor Change

8:45-9am	**Conference Welcome** The Glasshouse, 4th floor of the Z2 Building (The Loft)	
9:00am-10.30am	**New Directions in Journalism: Financial, Technological & Professional** The Glasshouse, 4th floor of Z2 (The Loft) Amanda Gearing (QUT): *The Future of investigative journalism: Where to in the next five to 10 years?* Susan Hetherington (QUT): *How journalism can survive and thrive through tempestuous times: Lessons from leading US media organisations* Penny O'Donnell (USyd) & Merryn Sherwood (LaTrobe): *Once a journalist, always a journalist? Professional identity in the aftermath of job loss*	**Issues of Quality for Journalism and Journalism Education** Z2-315, 3rd floor of Z2 (The Loft) Grant Hannis (Massey Uni): *Obtaining ACEJMC accreditation for your Journalism School* Caroline Fisher (UCanb): *Are press secretaries politically partisan?* Jeremy Stevens & Glen Fuller (UCanb): *"I don't know if we should have done that": A critical exploration of 10 years of commentary on journalism, social media and emerging professional and ethical challenges*
10.30am-11:00am	**Morning Tea** Foyer, 4th floor of Z2 (The Loft) Sponsored by Mindframe, Hunter Institute of Mental Health	
11:00am-Midday	**Keynote Presentation: The Panama Papers and the New Journalism Ecosphere** The Glasshouse, 4th floor of Z2 (The Loft) Marian Wilkinson, ABC Four Corners Neil Chenoweth, *Australian Financial Review* A presentation jointly hosted by the Walkley Foundation and QUT's Journalism, Media & Communication Discipline	
Midday-12:30pm	**Ossie Awards for Excellence in Student Journalism** The Glasshouse, 4th floor of Z2 (The Loft) The Ossie Awards are funded by: - a bequest from journalist and author Sally A. White, in memory of her father, Australian journalist, war correspondent and author Osmar S. White; - the Dart Centre Asia Pacific; - the Mindframe National Media Initiative, Hunter Institute of Mental Health; and - the Australian Press Council.	

12:30pm-1:30pm	**Lunch**
	A range of restaurants and cafes are located within a few minutes' walk of the conference venue. Conference delegates can pay on the day for lunch at a venue of their choice.
1:30pm-3:00pm	**Curriculum Resources for Journalism Education: New, Renewed and Reviewed Packages for Tertiary Education**
	The Glasshouse, 4th floor of Z2 (The Loft)
	David Weisbrot (Australian Press Council): *New curriculum resources from the Australian Press Council*
	Abdi Hersi, Jacqui Ewart & Mark Pearson (Griffith Uni): *Reporting Islam update: Lessons from a national project in research and education*
	Jenyfer Locke (Hunter Institute of Mental Health): *Evaluation of journalism education resources for reporting on mental illness and suicide: Are we getting the message across?*
	Our Watch: *New curriculum package for 2017 on reporting domestic violence*
	Alex Wake (RMIT): *Global Work Ready resources for international internships* (to be confirmed)
	Giulio Saggin (Photographer): *Telling visual stories: Why journalists need 'visual literacy'*
3:00pm-4.00pm	**JERAA Annual General Meeting**
	The Glasshouse, 4th floor of Z2 (The Loft)
4:00pm 4:30pm	**Conference Close and Afternoon Tea**
	Foyer, 4th floor of Z2 (The Loft)
6:30pm-late	**Walkley Awards Gala Dinner**
	JERAA will have tables at the Walkleys Award dinner. Entry is by ticket only. Tickets are no longer available for sale.

Cafés and Restaurants

There a wide range of cafés and restaurants near the conference venue. The closest are two minutes' walk away at Cocozy Café and Kamii's Kebab Shop at 44 Musk Avenue. Across the road in the Urban Village are The Boys House of Coffee, Il Villaggio Bakery and Coffee Shop, Subway, Pita Pit, Pizza Capers and Nandos. Around the corner from Nandos are the Blue Lotus Café, Carraway Pier Fish and Chips, Yuen's Wok, Kawa Sushi, Burger Urge, Zingara and Siam Spice. A little further up Musk Avenue are Dil Campo Espresso, Sago Vietnamese Restaurant and Danny Boys Sandwich Bar.

Transport and Parking

It is best to take public transport if possible. See the TransLink Journey Planner for details of how to get there: https://jp.translink.com.au/plan-your-journey/journey-planner. Parking near the campus is highly limited. The Creative Industries Precinct and most surrounding streets fall within the Brisbane Central Traffic Area. In the Brisbane Central Traffic Area you can park for a maximum of two hours on unsigned streets unless there are parking meters or signs showing otherwise. There are a limited number of pay and display carparks, and some metered street parking ranging between $1.50/hour to $8.00/day. The amount of time you are allowed to park in these zones varies substantially (zones include 1P, 4P, 9P).

Presentation Abstracts

New Directions in Journalism: Financial, Technological & Professional
9:00-10:30am, The Glasshouse, 4th floor of Z2 (The Loft)

HOW JOURNALISM CAN SURVIVE AND THRIVE THROUGH TEMPESTUOUS TIMES: LESSONS FROM LEADING US MEDIA ORGANISATIONS

Susan Hetherington
Journalism Subject Area Coordinator
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There is no doubt that media organisations have to innovate to survive (e.g., see Aitamurto & Lewis, 2013; Simons, 2012). What is far less certain is what that innovation will look like, with organisations scrambling for new models that will help them to find new markets and revenue streams in an increasing fractured business and social environment. Journalism schools must keep abreast of these directions for development and change, given their role as 'incubators' for innovation (Lynch, 2007). This paper will explore the strategies for sustaining the business of journalism that are being employed by some of the biggest legacy and digital newsrooms in America. It will draw on material gathered from the November 2016 Media Innovations Tour of Washington and New York, organised by the Poynter Institute, including meetings with senior editors, strategists and digital producers at The New York Times, Washington Post, USA Today, NPR, Huffington Post and Quartz. The paper will present a snapshot of the methods and models that show most promise, according to current predictors, evidence and outcomes.

Aitamurto, T., & Lewis, S. C. (2013). Open innovation in digital journalism: Examining the impact of Open APIs at four news organizations. New Media & Society, 15(2), 314-331.

Lynch, D. (2007). Incubating innovation at journalism schools. Nieman Reports, 61(3), 61-63.

Simons, M. (2012). Journalism at the Crossroads: Crisis and Opportunity for the Press. Brunswick, VIC: Scribe Publications.

ONCE A JOURNALIST, ALWAYS A JOURNALIST?
PROFESSIONAL IDENTITY IN THE AFTERMATH OF JOB LOSS

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The aim of this study is to consider how Australian journalists' experiences of job loss and re-employment are influencing their perceptions of journalistic professional identity — understood in terms of a distinctive structure, logic, practices and 'jurisdictional control' of news work. Unlike previous research in this area, which tends to focus on journalists working in legacy media, this research addresses wider industry trends such as workforce contraction, new occupational categories and precarious employment conditions. Our analysis draws on the results of a national survey of 225 journalists laid off from Australian newsrooms between 2012 and 2014, undertaken as part of the New Beats Project's broader longitudinal research tracking the post-redundancy experiences of career journalists. The key finding is that two-thirds of respondents reported their professional identity was fading or weak and, of those, two-fifths were actually working in journalism. Conversely, there was a significant number of respondents who no longer worked as journalists —including some with PR jobs — but reported their identities as intact because, as some stated, they were 'journalists at heart'. The results point to journalistic identities in a state of flux. We argue this uncertainty can be attributed, in part, to the ways journalists accustomed to career stability have been forced by circumstances to reconsider their job outlooks, the nature and meaning of their work, and its value in the labour market. Moreover, we argue this reflexivity is interesting and significant because it indicates journalists are retaining at least some agency in the context of significant structure forces over which they have no control. We conclude by concurring with recent calls for research that explores broader definitions, populations and sites of journalism work in the 21st century. While evaluations of change in legacy news work and news workers are still crucial to understanding the future of journalism, scholars need to acknowledge changing patterns of professionalism in the context of changing patterns of employment, as well as the ways in which individuals are active participants in such processes. In this way, the claim 'once a journalist, always a journalist' can be seen not as rigid attachment to the past but as a call for professional renewal in a changing news world.

THE FUTURE OF INVESTIGATIVE JOURNALISM: WHERE TO IN THE NEXT FIVE TO TEN YEARS?

Dr Amanda Gearing
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The future of journalism is heavily contested. Journalists are left wondering where, or if, they have a financially viable future (Hanusch 2015; McKie 2009; Conboy 2011). Investigative journalism is time and cost-intensive. It might therefore be considered the most at-risk given financial constrictions and changing distribution methods which either limit media income by giving away their news product or limit audiences by erecting pay walls (Franklin 2012). At the coalface leading journalists are still unsure about their future but there is significant reason for hope that investigative journalism has a future (Gearing 2016). In-depth interviews were conducted with 16 Walkley Award finalists who were asked to comment on how they see their jobs and the profession in five to ten years' time. Whilst the range of opinion is wide, most expect more rapid movement towards mobile delivery platforms but most also expect a greater future demand for slower, long form reportage. At best, innovations such as global collaboration herald a new golden age of investigative reporting in which Fourth Estate investigative journalism calls the powerful to account in Australia as a domestic Fourth Estate and expands to the global stage, calling power to account internationally and globally (Cottle 2009; Berglez 2013; Castells 2012).

Berglez, P. 2013. *Global journalism: theory and practice*. New York: Peter Lang.

Castells, M. 2012. *Networks of outrage and hope: Social movements in the internet age*. Cambridge: Polity Press.

Conboy, M. 2011. "Glimpses of potential amidst the devilish detail: assessing research in journalism studies in the UK." *Australian Journalism Review* 33 (1): 45-47.

Cottle, S. 2009. "Journalism studies: coming of (global) age?" *Journalism* 10 (3): 309-311.

Franklin, B. 2012. *The future of journalism*. London: Routledge.

Gearing, A. 2016. *Global investigative journalism in the network society*. PhD, Brisbane: Queensland University of Technology.

Hanusch, F. 2015. "Transformative times: Australian journalists' perceptions of changes in their work." *Media International Australia, Incorporating Culture & Policy* (155): 38-53.

McKie, D. 2009. "The future of journalism". In *Media*. Ottawa: Canadian Association of Journalists.

Ryle, G., Guevara, M.W., Hudson, M., Hager, N., Campbell, D. & Candea, S. (2013). "Secret Files Expose Offshore's Global Impact". In *Secrecy for Sale: Inside the Global Offshore Money Maze*. USA: International Consortium of Investigative Journalists

Issues of Quality for Journalism and Journalism Education
9:00-10:30am, Z2-315, 3rd floor of Z2 (The Loft)
Session Chair: Ellen Nielsen, Queensland University of Technology

ARE PRESS SECRETARIES POLITICALLY PARTISAN?

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When journalists shift from press secretary to political reporter concerns can be raised about partisanship and conflict of interest if they are required to report on the politician or the party they previously promoted. While limited research has been conducted into this career shift from the perspective of the journalist (Fisher, 2014), there has been no Australian research undertaken into this phenomenon from the perspective of the politician. This paper is drawn from a broader study entitled 'Press secretary to press gallery: managing conflict of interest and perceptions of partisanship' and builds on PhD research by the author. This paper reports on qualitative interviews with nine Australian politicians about the transition of press secretaries to political journalists. They include federal and state politicians from the Labor and Liberal parties, six of whom experienced a former press secretary return to journalism, and all of whom made decisions about the employment of personal media staff. It draws on Forward's (1975) criteria for measuring partisanship in ministerial advisors during the Labor Whitlam government. Inductive analysis of the interviews revealed party membership was not a central employment criterion for the politicians when looking to hire a journalist as a press secretary. Instead, the majority said they hired on the basis of media expertise, though some felt sympathy for the party platform was important. Some perceived the role of the press secretary to be less party political than other advisors in a political office. Once the press secretary had returned to journalism, none of the politicians said they expected special treatment. The interview data revealed the politicians expected their former employee to behave professionally as a journalist and manage any conflicts of interest in accordance with the journalist's code of ethics. This research makes an original contribution to political communication and journalism studies and challenges blanket expectations of political partisanship in relation to parliamentary media advising.

Fisher, C. (2014). 'Watchdog' to 'spin-doctor': challenges and benefits. Australian Journalism Review, 36(2), 145-156.

Forward, R. (1975). *Ministerial Staff of the Australian Government 1972—1974: A Survey*. Paper presented at the A.P.S.A. Conference. The first 1000 days of the Whitlam Government, Canberra College of Advanced Education, Canberra, ACT, 11-13 July.

"I DON'T KNOW IF WE SHOULD HAVE DONE THAT": A CRITICAL EXPLORATION OF 10 YEARS OF COMMENTARY ON JOURNALISM, SOCIAL MEDIA AND EMERGING PROFESSIONAL AND ETHICAL CHALLENGES

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The research presented here engages with the shifting discourses in a decade of scholarly and industry commentary about the ethical challenges faced by journalists as a result of changes in professional practice to accommodate social media-based communications technologies. The archive consists of 1156 articles published between 2006 and 2015 on US-based Poynter Institute, Nieman Lab, and Nieman Reports. One of the key aims of the research was to move beyond commentary framing these changes as a single shift of 'the digital' or 'the internet'. Furthermore, this is archival research examining the recent past to understand the present set of challenges and not speculation, however valuable, about future states of journalism (Simons, 2012). The articles were coded through an inductive process that identified emerging and transforming ethical and professional challenges. The changes isolated in the archive and discussed in the paper are multi-dimensional and the character of critical commentary itself changes at various points:

1) Commentary initially frames the 'internet' as having a negative effect on the verification of journalistic information, rarely citing its beneficial qualities (Rosenberg, 2009). This technological determinist view develops into a more nuanced position that appreciates the positive and negative affordances of the networked public sphere for sourcing and verifying the 'truth' (Silverman, 2012; McBride 2014).

2) The multidimensional and intersecting challenges associated with sourcing practices initially explore established journalistic techniques, like locating a source's contact (e-mail address) (Quinn, 2001), and later shift to include multiple technical skills to accompany a more sophisticated appreciation of digital and networked technologies. These skills include those of appropriately aggregating information (Tenore, 2011), the amplification of voice (Myers, 2011), 'context collapse' (Grundy, 2007), and the minimisation of harm (Beaujon, 2013).

3) While information published on social media is often considered to be 'public', the emergence of social media has blurred the public and private spheres. Emerging challenges for journalists include appreciating shifting social norms regarding 'public' information (Schmidt, 2014), like in instances of private grief (Sonderman, 2013; Conley & Lamble, 2006), public anonymity (Hirst & Harrison, 2007; McBride, 2006), and data journalism (Sonderman, 2013).

These ethical and professional challenges for journalists are not new for the most part, but there is evidence of journalists struggling to critically and reflexively adapt to these changes. Commentary in the archive indicates that journalists have struggled to both apply and overcome normative 'traditions'. As most commentary represents US perspectives, their applicability to Australian journalism may slightly differ, especially considering the importance with which Australian newspaper journalists and news executives view ethics (O'Donnell et al., 2012).

Beaujon, A. (2013). BuzzFeed reporter who posted car-chase suicide video talks with victim's sister. Retrieved from http://www.poynter.org/2013/buzzfeed-reporter-who-posted-car-chase-suicide-video-talks-with-victims-sister/213069/

Conley, D., & Lamble, S. (2006). *The daily miracle: An introduction to journalism* (3rd ed.). South Melbourne: Oxford University Press.

Grundy, B. (2007). *So you want to be a journalist?* Melbourne: Cambridge University Press.

Hirst, M., & Harrison, J. (2007). *Communication and new media: From broadcast to narrowcast*. South Melbourne: Oxford University Press.

McBride, K. (2006). Interview with an (anonymous) hacker. Retrieved from http://www.poynter.org/2006/interview-with-an-anonymous-hacker/73867/

McBride, K. (2014). The ethics of hacked email and otherwise ill-gotten information. Retrieved from http://www.poynter.org/2014/the-ethics-of-hacked-email-and-otherwise-ill-gotten-information/308577/

Myers, S. (2011). Florida Quran burning, Afghanistan violence raise questions about the power of media blackouts. Retrieved from http://www.poynter.org/2011/florida-quran-burning-afghanistan-violence-raise-questions-about-the-power-of-media-blackouts/126878/

O'Donnell, P., McKnight, D., & Este, J. (2012). *Journalism at the speed of bytes*. The Walkley Foundation. Retrieved from http://www.walkleys.com/wp-content/uploads/2014/09/SpeedofBytes.pdf.

Quinn, S. (2001). *Newsgathering on the net* (2nd ed.). South Yarra: Macmillan Publishers.

Rosenberg, S. (2009). Closing the Credibility Gap. Retrieved from http://niemanreports.org/articles/closing-the-credibility-gap/

Silverman, C. (2012). A New Age for Truth. Retrieved from http://niemanreports.org/articles/a-new-age-for-truth/

Simons, M. (2012) Journalism at the Crossroads: Crisis and Opportunity for the Press. Brunswick: Scribe Publications.

Sonderman, J. (2013). Programmers explain how to turn data into journalism & why that matters. Retrieved from http://www.poynter.org/2013/programmers-explain-how-to-turn-data-into-journalism-why-that-matters-after-gun-permit-data-publishing/199834/

Tenore, M. J. (2011). The aggregator's dilemma: How do you fairly serve your readers & the sources you rely on? Retrieved from http://www.poynter.org/2011/the-aggregators-dilemma-how-do-you-fairly-serve-your-readers-the-sources-you-rely-on/154855/

OBTAINING ACEJMC ACCREDITATION FOR YOUR JOURNALISM SCHOOL

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Universities internationally can be subject to governmental regulation to ensure they meet minimum standards in the delivery of education. For instance, to operate as a higher education provider in Australia an institution is legally obliged to demonstrate to government agency the Tertiary Education Quality Standards Agency that it meets certain minimum requirements. Among other things, the provider must supply students with relevant information before and during study (such as on fees and charges) and must provide learning resources (such as an electronic and/or physical library) (Tertiary Education Quality Standards Agency, 2016).

Accreditation is a further independent and credible marker of an institution's ability to offer a high quality educational program. This can indicate that an institution is not content with merely meeting government-imposed minimum standards, but meets higher, more exacting standards specific to a particular relevant industry or profession. In New Zealand, for instance, government agency the Tertiary Education Commission monitors the performance of the universities against certain minimum standards, such as financial results and student completions (Tertiary Education Commission, 2015). Beyond that, however, university (and other) journalism schools in New Zealand are accredited by an industry body, Competenz. Among other things, Competenz requires the journalism schools to have their marking of a selection of students' work annually assessed by representatives from industry and other journalism schools. This to ensure the marking meets industry and educators' expectations of what they regard as appropriate – for instance, that news-writing work that has been given a pass mark is of publishable standard (Hannis, 2012).

But journalism school accreditation is now becoming global. In the context of today's crowded, internationalised and challenging market for journalism education, this paper discusses the experience of university-based journalism schools in obtaining accreditation from leading US accrediting agency the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Obtaining ACEJMC accreditation is a lengthy and demanding process. Schools have to demonstrate they meet nine standards, including relating to curriculum, inclusiveness and research. Currently, ACEJMC accredits well over 100 journalism schools, including some of the US's leading journalism schools. Until recently, ACEJMC has mostly only accredited US-based educational institutions. However, ACEJMC is increasingly accrediting overseas schools. It is indicative of the internationalisation of accreditation that the executive director of ACEJMC attended the recent World Journalism Education Congress, held in New Zealand.

The paper includes first-hand experience, in that Massey University's School of Communication, Journalism and Marketing in New Zealand obtained ACEJMC accreditation in 2016, making it the first school in Australasia to do so. The main reasons Massey sought accreditation were to make the course more attractive to international students and to help the school set the highest standards for itself in terms of teaching, research and industry engagement.

Accreditation of journalism schools is not without controversy. In the UK, for instance, journalism schools are accredited by the National Council for the Training of Journalists, an

industry body. Some commentators have argued the organisation is too focussed on the old world of print journalism (Greenslade, 2010). ACEJMC is less dominated by industry thinking—the agency's bylaws require that the majority of its accrediting committee members be educators (ACEJMC, 2016). But this has not stopped some critics from decrying the influence of ACEJMC. Seamon (2010) has argued that ACEJMC's accreditation requirements restrict curriculum development. And some US journalism schools say accreditation confers no significant benefits to students and that small schools' limited resources mean they cannot meet ACEJMC's various demands (Blom, 2016; Blom, Davenport & Bowe, 2012).

The paper will consider this controversy and explain why, on balance, Massey believed achieving accreditation to be worth the effort. The paper also details the process, offering practical advice on how to achieve accreditation.

Accrediting Council on Education in Journalism and Mass Communications (2016). *ACEJMC bylaws*. Retrieved from http://www.acejmc.org/about/bylaws/

Blom, R. (2016, July). *Journalism curriculum study*. Paper presented at the World Journalism Education Congress, Auckland, New Zealand.

Blom, R., Davenport, L. & Bowe, B. (2012). Reputation cycles: The value of accreditation for undergraduate journalism programs. *Journalism and Mass Communication Educator 67*(4), 392-406.

Greenslade, R. (2010). *Do journalists really need the NCTJ certificate any longer?* Retrieved from https://www.theguardian.com/media/greenslade/2010/sep/13/journalism-education-universityofstrathclyde

Hannis, Grant (2012). The value of accreditation of journalism programmes: A New Zealand perspective. *Pacific Journalism Review*, *18*(1), 179-194.

Seamon, M. (2010). The value of accreditation: An overview of three decades of research comparing accredited and unaccredited journalism and mass communication programs. *Journalism and Mass Communication Educator 65*(1), 10-20.

Tertiary Education Commission. (2015). *2014 Tertiary education performance report*. Wellington, New Zealand: Tertiary Education Commission.

Tertiary Education Quality Standards Agency (2016). *What can a student expect from a registered higher education provider?* Retrieved from http://www.teqsa.gov.au/for-students

The Panama Papers and the New Journalism Ecosphere

11am-midday, The Glasshouse, 4th floor of Z2 (The Loft)

A keynote presentation hosted by the Walkley Foundation and QUT's Journalism, Media & Communication Discipline

Marian Wilkinson (ABC Four Corners)
Neil Chenoweth (*Australian Financial Review*)

Marian Wilkinson is an award-winning journalist whose career has spanned radio, television and print. She has covered politics, national security, terrorism, environment and refugee issues as well as serving as a foreign correspondent in Washington DC for *The Sydney Morning Herald*, Melbourne's *The Age* and the ABC TV's *Four Corners* program. She has also worked as the *Sydney Morning Herald*'s Deputy Editor and *Four Corners*' Executive Producer. She has written several books, including *The Fixer*, a biography of one of Australia's most controversial Labor figures, Graham Richardson, and *Dark Victory*, on Australia's response to asylum seekers which she co-authored with David Marr. In 2008, she reported on the rapid melt of Arctic sea ice for a joint ABC Four Corners-*Sydney Morning Herald* production, which won a Walkley Award and an Australian Museum Eureka Prize.

Neil Chenoweth is a journalist with the *Australian Financial Review.* He won a Gold Walkley in 2004 for revealing the Swiss bank accounts of Australian entrepreneur, investor and stockbroker Rene Rivkin. He also won a Walkley Book Award for his 2006 book, *Packer's Lunch*, and a Walkley Award for Business Journalism in 2008. His other books include *Virtual Murdoch* (2001), *Rupert Murdoch* (2002) and *Murdoch's Pirates* (2012). In 2014 he uncovered secret Apple financial records and in 2015 exposed BHP Billiton's Singapore Sling tax deal. He has previously worked for the *Bulletin* and *Australian Business* magazines and the Seven Network.

Marian Wilkinson and Neil Chenoweth will discuss the nature and implications of the Panama Papers investigations that were led by the International Consortium of Investigative Journalists and which involved more than 400 journalists from media organisations around the world. The study of 11.5 million files, leaked from Panamanian law firm Mossack Fonseca, revealed the machinations of a shadowy financial system that allows public officials and other wealthy, famous or powerful people to shift capital to places where it cannot be found by governments and tax agencies.

Curriculum Resources for Journalism Education: New, Renewed and Reviewed Packages for Tertiary Education

1:30pm-3:00pm, The Glasshouse, 4th floor of Z2 (The Loft)
Session Chair: Assoc Prof Angela Romano, Queensland University of Technology

NEW CURRICULUM RESOURCES FROM THE AUSTRALIAN PRESS COUNCIL

Prof David Weisbrot
Chair
Australian Press Council
Contact via Michael.Rose@presscouncil.org.au

The Press Council, after significant discussion in-house discussion and with colleagues in the Journalism Education and Research Association of Australia, has developed a package of case studies for use by university journalism students, working journalists, editors and others. The Press Council's increasing emphasis on education and training is aimed at:
• better informing working journalists, cadets and journalism students about the Press Council's work and, in particular, about its General Principles and Standards of Practice;
• demonstrating clearly how these Principles can and should be applied in day-to-day journalism work; and
• encouraging journalists and journalism students to take seriously the responsibility for ensuring that their articles meet the high standards set by the industry through the Council.

The training package contains background information on the Press Council's complaints-handling processes and case studies related to each of the eight General Principles. Each case study includes media articles that have been the subject of complaints to the Australian Press Council, details of the complaint received, and the final adjudication on the matter. When the resources are used in a classroom or seminar setting, the lecturer, media organisation trainer, or guest speaker from the Press Council can introduce the matter and outline its background and the complaints made. After copies of article or articles in question are distributed and read, the seminar leader can then pose a series of questions and issues to prompt participants to consider the ethical and standards issues raised by the material. When relevant, smaller breakout groups can consider and discuss the articles and issues in more detail, then feed back thoughts and discuss/debate the issues with the larger group. Participants should decide whether the publication acted responsibly and in accordance with the General Principles in publishing the article in question. In one of the case study scenarios, the group is asked to vote on whether the complaints, or aspects of them, should be upheld or dismissed, and to explain why. Group participants can also compare and contrast their position with the Press Council's formal adjudication on the same material, which they are of course free to critique.

These materials will soon be available for downloading at no cost from the Press Council's website. The Press Council would value any feedback from JERAA members about them, either immediately or after they have been trialled in classrooms.

REPORTING ISLAM UPDATE—LESSONS FROM A NATIONAL PROJECT IN RESEARCH AND EDUCATION

Dr Abdi Hersi
Reporting Islam Project manager
Griffith University

Assoc Prof Jacqui Ewart
Griffith University

Prof Mark Pearson
Griffith University

This paper presents a detailed account of the design and development steps of the educational resources for the Reporting Islam Project and provides a summary of the research findings and outputs to date. The project team will showcase the updated resources, field discussion and invite feedback from colleagues, which will be used for further refinement of the resources and curricula and research input. The Reporting Islam Project is one of the largest competitively funded grant allocations in Australian journalism education. The project team won the prestigious 2016 Queensland Multicultural Award for Communication and Media Achievement. The aim of the project is to research, develop and trial educational resources for journalists, journalism educators and journalism students to improve mainstream media reporting of Islam and Muslims. In its first phase, the project defined the problem and assessed various treatment options primarily targeted at journalism students and current journalists and editors. In its second phase, the project designed, developed, field tested and assessed selected training and education resources including a mobile APP, website and two two-hour training workshops for journalists, journalism educators and students. Extensive feedback was received from the trials and training workshops – as well as from an expert panel of senior journalists, industry executives, Muslim community leaders and academics—which resulted in the refinement of these resources. Feedback prompting changes to the resources related to the timing and content of the workshops, the structure and ordering of the app and website materials, clarification of key terms, and the adjustment of questionnaires. The paper explains how core principles of peace journalism, inclusive journalism and mindful journalism have informed the project as a whole, including the design, development and trial of the resources. The first two are visions for a reportage discouraging conflict and encouraging inclusiveness, while the latter offers an approach invoking a mindful and reflective ethical practice. It explains how Stage 3 (currently in progress) will develop a strategy for the continuity of the resources through updating and refinement.

EVALUATION OF JOURNALISM EDUCATION ON REPORTING ON MENTAL ILLNESS AND SUICIDE: ARE WE GETTING THE MESSAGE ACROSS?

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Reporting on suicide and mental illness poses complex challenges for journalists and balancing concerns about confidentiality, ethical reporting and reduction of stigma and contagion are important topics for consideration in journalism education.

This paper will present evaluation and preliminary analysis of post-lecture results for the Mindframe National Media Initiative (Mindframe) journalism education for universities curriculum program. A comprehensive approach to developing training resources on responsible reporting guidelines has been implemented in universities across Australia, in consultation with a broad range of key stakeholders in the mental health and suicide prevention sectors, stage and screen, and police and judicial systems.

In developing the Mindframe education resources, project staff have engaged with a range of professional stakeholders including academics, educators and student representatives at universities across Australia, in addition to consulting with an expert Advisory group comprising of academics, media professionals, journalists and public relations practitioners. Through this collaborative process, the project receives advice about the design of the evidence based resources, content review, evaluation and dissemination.

The tertiary education curriculum has been developed with the aim of educating students about the reporting guidelines on how to report and communicate professionally, accurately and appropriately about mental illness and suicide and also explores their perception of their role as journalists in the new digital and social media era.

The complexities of reporting on mental illness and suicide present opportunity to discuss and deliberate the public interest in reporting a sensitive personal story, the challenges of contextualising these stories, and the commitment to 'do no harm' and foster stories of hope when reporting in an ever changing media landscape.

The paper presents the post-lecture evaluation of content knowledge and awareness of both undergraduate and postgraduate journalism students who have been exposed in their formal studies to the Mindframe for journalism learning suites.

Evaluations were collected from undergraduate and postgraduate journalism students during a three-year year period following their participation in Mindframe journalism lectures or workshops at their universities or colleges. This paper presents a summary of post-lecture awareness of core principles of responsible reporting guidelines, perceptions of roles and self-care, confidence, projected use of the resources and context for future consideration and direction will be discussed. The results of the evaluation will be analysed and utilised to review and refine the curriculum resources in order to maintain quality learning and development outcomes for future journalism professionals.

NEW CURRICULUM PACKAGE FOR 2017 ON REPORTING DOMESTIC VIOLENCE

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A new package of curriculum materials has been developed by Our Watch, to improve knowledge and expertise of journalists in reporting on violence against women.

Our Watch is a national organisation established to drive nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children.

Our Watch's National Media Engagement project recognised that an informed and helpful media commentary will help to achieve a common, community-wide message of respect, equality and non-violence, supporting the prevention of violence against women.

Among its numerous initiatives, the project included the development of a unit of curriculum for current and future journalists, which aims to:
- improve the practical knowledge and professional expertise of journalists,
- facilitate their understanding of issues related to violence against women,
- provide practical approaches to reporting on the issue in an accurate and ethical way.

Our Watch commissioned a consortium of experts to develop the curriculum material for university students and training for practicing journalists. The consortium included Centre for Advancing Journalism (Melbourne University), Dart Centre for Journalism and Trauma – Asia Pacific, and the Domestic Violence Resource Centre Victoria.

It is hoped that delivery of this training will embed and support a shift in newsroom cultures and practices around reporting on violence against women.

Journalism educators who wish to use the resources in 2017 can contact the Our Watch team to obtain the educational materials.

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GLOBAL WORK READY RESOURCES FOR INTERNATIONAL INTERNSHIPS

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Higher education students are being increasingly encouraged by governments and their universities to participate in global mobility activities and yet many receive minimal preparation and have little knowledge of the country and the industries to which they are headed. This presentation discusses the result of a student-centred research-led project which focused on the creation of resources for students undertaking international mobility activities. In particular we discuss the 'Global Work Ready' project developed by an Australian university for communication students headed to Asia. Designed to improve preparation and outcomes for students, the resources were developed after interviews with former students and employers and focused on providing information and advice for them before, during and after an international communication internship. Combined with links to relevant university services and resources the Global Work Ready website, provides staff with a template for resources for students that can save hours of one-to-one advice and support.

TELLING VISUAL STORIES: WHY JOURNALISTS NEED 'VISUAL LITERACY'

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My book, *You, The Citizen Photographer: Telling Visual Stories*, is a new resource for journalism and other educators that translates photography into a language journalists understand—the written word—and uses visual examples to show how photos—visual stories—are constructed the same as written stories.

In the media world of today, journalists are expected to take photos. In many cases, they are the first—and only—port of call when it comes to providing images. Yet it is assumed that because journalists have a camera, more often than not in the shape of a smartphone, they have the ability to take photos.

If the well-worn quote 'a photo tells a thousand words' is true, then those thousand words must have form and structure like that of a written story. Otherwise it is a jumble of information that makes no sense. The ability to structure a photo is 'visual literacy'. Anyone can put a camera to their face, press the button and show whatever is in front of them. Turning that visual information into something interesting—a visual story—is a skill. It's also important because images are the first thing people look at.

The difference between my book and others is the way the message i.e. photography, is told. It is based on a highly successful presentation and workshop I gave to Australian Broadcasting Corporation journalists, and continue to give to journalism students, all of whom love the fact photography is deconstructed and explained in a way they understand. And because it is written for non-photographers, its message is told simply, using jargon-free language and more than 100 visual examples, including a section on constructing photo galleries.

The purpose of news is to convey information so, if photos are the first thing people look at and journalists are taking more photos than ever, visual story-telling needs to be relevant to journalism students.