

Designing pedagogies for cadet journalists on the ground and doing it

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Introduction

- Development of a PD program for cadet journalists
- Establishing a range of technology enhanced learning environments;
- The perceptions of the 1st cohort indicate the usefulness for developing practice and the potential benefit to careers

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Why this program is different

- Redesigned journalism curriculum
- Flexible online delivery
- Work integrated
- Integrates APN Readers First (R1) in-house training
- Connects APN staff/students from Biloela to Coffs Harbour

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Flexible relationship

- 4 half credit point courses
- 2 credits for USQ standard university journalism courses
- Provides a certificate of successful completion of the program, and,
- APN invests in full fee-paying, work-based editorial training

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APN Professional Development Program

- Published feature stories as a teaching tool
 - provides commentary on style and approach,
 - structural analysis of writing techniques to achieve reader interest
 - writing activities
- Reader engagement through storytelling & narrative
 - JRN3001 used to model a sustainable program
 - Led to a commercial partnership USQ delivering basic journalism training to APN employees, on the job.

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Why APN wanted this program

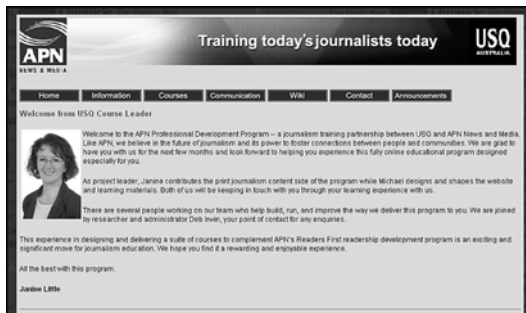
“For years, many of us have lamented the enormous gap that exists between the expectation of newspaper employers and the inability of graduates to meet them. To not put too fine a point on it, in many cases the first months of a cadet’s employment is spent ‘unteaching’ many of the things they learned at college.”

Peter Owen

Group executive editor APN Australia

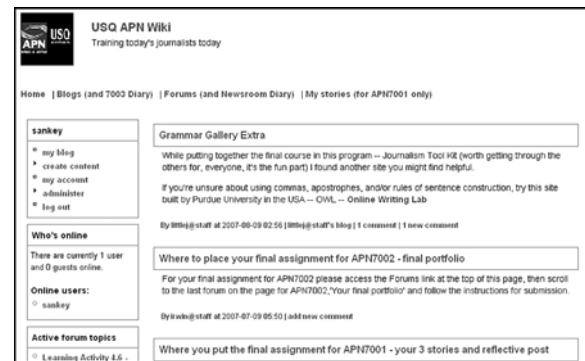
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The program site



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The wiki



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ICE course materials

Week	Module	Activity/Reading	Assessment
5 Feb - 19 Feb	1. Understanding readers	1. Start by reading information about course, work through course content systematically - light	Newsroom Diary entry 1.1 - Reader target information
19 Feb - 5 March	2. It's news to us	2. Selected reading J.L. Fogg, 'Picking up the scent'	Newsroom Diary entry 1.2 - Personal introduction
	3. Getting information for the story	3. Activities - see --	
	4. Tight and right: copy rules	4. Review presentation	
	5. Attribution and quotes		
	Glossary		
	Readings and references		
	Course specification		
	Getting started		
	Library		

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APN PDP Structure

Course	Content Overview	Dates
APN7001: <i>What's the story? Finding and using information</i>	Sources, grammar, basic interview techniques, news sense, news values, story writing & reflection	5 Feb – 20 Apr
APN7002: <i>Boring to best</i>	Narrative writing, intermediate interview techniques, Local government rounds, R1 principles and practices, Story writing & reflection	23 Apr – 6 July
APN7003: <i>Human face, news space</i>	Court reporting and writing, contempt, defamation.	16 July – 28 Sept
APN7004: <i>Journalism tool kit</i>	Storytelling as a blended design concept, Sub-editing – headline writing, captions; Photojournalism, building an R1 page.	1 Oct – 14 Dec

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Examples

- Newsroom Diary
- Research Record
- Reflective Posts on self-selected stories
- Court Experience Journal
- Story Mission Statement,
- Portfolio-based assessment model

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Transformative learning

- Links transformative learning with journalism's social role through:
 - structured reflection on course content,
 - fostering news sense and news values,
 - workings of source selection and application to stories

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Teaching narrative writing transformatively

- Reflective writing practice based on daily work at the newspaper, posted to program wiki housing web blogs
- Students write progressively and responsively generate their own narrative – the story of their story

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Portfolio-based assessment model

- Contains reflective writing about people, stories, and work in newsrooms
- Builds individual and collective records
- Narratives constructed from these records
 - tells of journalists' learning,
 - traces thinking through choices of angle, interviews and narrative structure,
 - fosters empathy with human subjects of news,
 - writing techniques developed

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Application to other contexts

- opportunities afforded by online media for multi-layered narrative writing
- individual writing builds into blogs, which build journalism communities of self, peer, and instructor assessment, which evolve the narrative potential of stories in the news media
- can be adapted to most undergraduate and graduate journalism courses using the portfolio-based assessment model

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Conclusion (from the students perspective)

- “I think most of what is taught to be very relevant and helpful”
- “I've been finding the course very relevant to my job, as I am now in the newsroom and in fact a lot more interesting than I thought it would be”

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