

Journalism from the margins to the mainstream

JERAA Annual Conference Program and Abstracts



Hobart, Tasmania, December 3-5, 2018



Cover picture: Lake Lilla, Cradle Mountain, Tasmanian World
Heritage-Listed Wilderness. ©Pixabay

Organisers' welcome

Welcome to this year's JERAA Conference. With the theme "Journalism from the margins to the mainstream", we invited reflections and research into the way marginalized voices are included or excluded from the mainstream narrative. This included new ways of seeing and storytelling; the possibility for inclusion in a divided world; and the interplay between regional and central seats of power within the 'mediascape'.

Hobart is an ideal location to consider such questions. Tasmania is a small island and often excluded from Australia's cultural imagination: Arnott's biscuits, posters promoting Baz Luhrmann's film *Australia*, and Australia Day merchandise are just a few examples of premature assumptions of Tasmania's secession. More seriously, many trying to tell Tasmanian stories in national media meet this tendency to side-line: Tasmania is good for "quirky stories" and "Friday night colour", but otherwise overlooked when it comes to "real news".

Despite being on the margin, Tasmania sometimes leads social change in Australia. The United Tasmania Group was the world's first green party when it ran candidates in the 1972 Federal election and Tasmania is the home of the Wilderness Society, one of Australia's longest running and most prominent environmental organisations. From the ignominy of being the last Australian state to decriminalise homosexuality in 1997, Tasmania went on to be the first to enact civil unions and to move on the call for same-sex marriage. As David Marr has observed, "plucky little Tasmania" is the only state where all discrimination against LGBTI people is prohibited, even in faith-based schools and, as we go to print, Tasmania is poised to become the first state to have gender optional on birth certificates.

Hobart is also a great place for us to exchange ideas about the changing role of the media and, the changing nature of journalism education. Earlier

this year, the University of Tasmania relocated its Journalism, Media and Communication program to its new premises at The Media School in the heart of Hobart's civic, cultural and scientific centre. Located at Salamanca, students and staff are a short walk from the courts, Parliament House, Salamanca Arts Centre and the scientific hubs of CSIRO and IMAS.

We hope you enjoy your visit to Tasmania and that you share a generous spirit of inclusion and inquiry at this year's conference.

Claire Konkes & Donald Reid

The Media School, University of Tasmania

Thank you

We would like to thank:

The University of Tasmania and, in particular – the Media School and the School of Creative Arts – for hosting our conference at Hunter Street.

Mindframe National Media Initiative, Everymind, for supporting our conference, including sponsoring our Morning Tea on Tuesday.

Our keynote speakers and panellists for bringing your expertise and experience to the conference. Your presentations and the discussions they encourage will make JERAA 2018 a great opportunity for ideas to flourish.

Our students who have enthusiastically supported the conference as volunteers.

And finally, all the delegates of the JERAA 2018 Conference: thank you for coming to Hobart and for making this an event full of engaging ideas, stimulating presentations and collegial conversations.

Conference information

Conference inquiries

The Conference Reference Desk opens at 8am. For other queries outside of conference hours, please email: Jeraahobart2018@gmail.com.

Getting around

All of our events are a short walk apart. Please see maps on back pages.

Internet access

For those with university affiliations, the easiest way to access Wi-Fi is through the Eduroam service. If you have difficulties connecting, please contact your organisation or the UTAS IT Service Desk on 03 6226 1818.

UTAS does not allow generic logins for conference. If you are unable to access Eduroam, please see the registration desk to organise an individual visitor login.

JERAA Annual General Meeting

The JERAA AGM will be held on Wednesday 5th December at 1pm (during the lunch hour) in the Dechaineaux Theatre. An agenda and other documents have been distributed to members.

JERAA members are welcome to attend. Grab a bite to eat and head next door for the meeting.

Conference daily information

Extra information and updates will be posted by the conference registration desk and on Twitter, #jeraa17. For any questions, email xxx at any time or ask one of the conference assistants.

Certificate of Attendance

If you require a certificate of attendance, please email the convenors: Jeraahobart2018@gmail.com.

Conference dinner

The conference dinner will be held at Tasmanian Museum and Art Gallery (TMAG) which is a short walk from the conference venue.

Registration for the dinner should be organised before the conference (for catering purposes) and costs \$120.

Spaces may become available during the conference so if you didn't book and would like to come, please email: Jeraahobart2018@gmail.com.

Coffee, refreshments and meals

Morning tea, lunch and afternoon tea will be served during each day of the conference in the foyer for registered conference guests. At other times, you will find coffee and other refreshments in one of several cafes along Hunter Street.

Keynotes and plenary guests

Silvio Waisbord, Associate Director of the School of Media and Public Affairs at George Washington University

Professor Waisbord is the editor-in-chief of the *Journal of Communication* and former editor-in-chief of the *International Journal of Press/Politics*. His recent books include *News of Baltimore: Race, Rage and the City* (edited with Linda Steiner, Routledge, 2017), *Routledge Companion to Media and Human Rights* (edited with Howard Tumber, Routledge, 2017), and *Media Movements: Civil Society and Media Policy Reform in Latin America* (with Soledad Segura, Zed, 2016).

He has lectured and worked in more than 30 countries, published 13 books and written over 100 journal articles, book chapters and newspaper columns. He serves on the advisory board of the Latin American program of Open Society Foundations. He holds a Licenciatura in sociology from the Universidad de Buenos Aires and Ph.D. in sociology from the University of California, San Diego.

Keynote: The progressive promise and the ugly reality of news beyond journalism

The consolidation of digital journalism brought about new forms of news production, distribution and use that do not exactly match the progressive promise many imagined only a few years ago. Dystopian developments, such as post-truth and misinformation, justifiably overshadow the contributions of new opportunities for news participation and public reason offered by networked journalism. The tensions are visible across various domains of news, particularly in beats and themes traditionally grounded in the popularization of the scientific paradigm such as environment and health news. The question is, what are virtuous interventions by various forms of journalism, such as industrial and citizen journalism, that help to confront the challenges brought about by the fragmentation of news epistemologies? How do they contribute to infusing quality information in chaotic news ecologies, especially amid the consolidation of non-journalistic intermediaries? How does the modernist paradigm in journalism fit with the current anti-scientificism and irrationalism in news?

Stuart Allan, Professor and Head of the School of Journalism, Media and Cultural Studies (JOMEC) at Cardiff University.

Professor Allan has published widely in journalism, media and cultural studies. He has authored seven books, the most recent of which is *Citizen Witnessing: Revisioning Journalism in Times of Crisis* (Polity Press, 2013), and edited eleven others, including *The Routledge Companion to News and Journalism* (Routledge, 2012; revised edition) and *Photojournalism and Citizen Journalism: Co-operation, Collaboration and Connectivity* (Routledge, 2017). His research has also appeared in numerous peer-reviewed journal articles and contributions to edited collections, and has been translated into several languages.

He is a founding co-editor of the online journal, *Journalism Education* (published by the Association for Journalism Education), and serves on the editorial boards of fifteen international journals, including *Journalism: Theory, Practice and Criticism*; *Digital Journalism*; *New Media & Society*; *Media, War & Conflict*; *Communication, Culture & Critique*; *Text & Talk*; *Environmental Communication*; *Time & Society*; *Journalism & Communication Monographs*; and *Global Media and China*.

Keynote: ‘Images in Crisis: Refocusing War and Peace Photography’

This keynote presentation identifies and critiques several pressing issues concerned with war photography, showing how a rethinking of familiar norms, values and conventions inspires an alternative politics of peace photography. Specifically, it begins by briefly assessing the current state of photojournalism within new media ecologies before examining, in turn, the evolving tenets of visual reportage covering war, conflict and crisis events.

Drawing upon a range of illustrative case studies and theoretical interventions, it fashions a critical mode of enquiry intended to reframe the epistemic terms on which news organisations mediate violent imagery – professional and citizen-generated alike – to capture, document and relay the contingent, contested realities of bearing witness under harrowing circumstances. Its conclusion points the way forward for disrupting accustomed binaries of othering, thereby inviting greater self-reflexivity in the theory and practice of visual journalism.

Alan Sunderland

Alan Sunderland has been in charge of editorial policies at the ABC since 2013 in a range of positions including Head of Editorial Policies, Director of Editorial Policies and, since 2016, Editorial Director.

He leads a small team that provides editorial advice and editorial training, and a separate team that independently investigates and reports on editorial complaints.

Prior to taking on this role, Alan was a journalist with more than 30 years' experience at both the ABC and SBS.

How do we get the public to trust us?

Business models for journalism have been under pressure since the internet and mobile phones ended the monopoly on publishing enjoyed by the big media companies. But increasingly, the focus for many journalism providers has expanded beyond the immediate question of how to make money to a much more fundamental challenge: *how do we get the public to trust us?*

That's because trust is seen as the key to building and maintaining audiences in a confused and competitive world. Trust in the media remains low, while polarisation is high. In other words, people are increasingly being offered news to suit their own prejudices. The left have their favourite news sources and the right have theirs, as companies jockey to find and serve a loyal niche. But all the evidence points to the fact that, when fake news, spin and bias are everywhere, the path to success for modern journalism is to rediscover what has always set it apart – a commitment to the core journalistic principles of accuracy, fairness and independence.

Carol Altmann

Carol Altmann is the author of three books, including *After Port Arthur*, which marked the 10th anniversary of the massacre. She has been a political journalist and bureau chief with *The Australian*, state political reporter for *The Adelaide Advertiser* (where she got her nickname "The Terrier"), chief of staff at Adelaide's Messenger Newspapers and co-founder of online magazine *Bluestone Magazine*. These days, Carol has turned her time and skills to exploring the opportunity in the digital landscape for local media and professional, independent journalism. Her website CarolAltmann.com and The Terrier media project provide her community in regional Victoria with a journalistic "eye on the city", in particular local politics and the environment.

News with bite: The tale of The Terrier

The journalism crisis engulfing legacy media is felt even more keenly in regional towns like Warrnambool, Victoria, where the sole newspaper has been stripped of many senior staff and all of its sub editors, leaving behind a handful of reporters who no longer have the time to dig deep into local issues. The concern among readers is not about consuming "fake" news, but receiving little news other than sport, crime and "click-bait".

This weakening of the investigative role of the 140-year-old local newspaper has, however, opened up opportunities for experimentation with micro-media projects like The Terrier: a one-person, online operation where the key to success lies in its simplicity. My presentation will outline how The Terrier is building reader loyalty not through bells-and-whistles, but utilising investigative journalism skills accumulated over a long newspaper career and applying them in a conversational and subjective writing style that creates a direct relationship with the reader.

By bringing the reader into the reporting process in this way, there is sense of solidarity with journalism, rather than a growing separation, and a belief that even with limited resources, a community can still hold the powerful to account.

Panels, workshops and launches

Panel 1: The Junction

Chairs: Kayt Davies & Andrew Dodd

In 2018 a new online publication was launched to allow Australian university journalism programs to work together. The Junction aims to encourage university journalism programs to develop journalism projects together and to provide a place where the jointly-generated material can be housed and showcased. In so doing the Junction aims to promote the best of Australian student journalism for the benefit of national audiences and to draw audiences to campus-based publications, which are often the home of the original reportage. Perhaps through doing this, the sector could develop an impactful publication, which in turn could reduce the requirement to partner with mainstream industry media outlets, which have varying degrees of interest in supporting student journalism. In its first months of operation, The Junction has recruited eleven universities across the country and created a governance structure, based on an editorial board. It also provided a framework and a platform for Victorian universities to work together to cover the 2018 Victorian state election.

This panel will discuss the progress to date of The Junction and any threats or possibilities that could affect its operations. It will discuss how the coverage of the Victorian state election was incorporated into the site and how it retained some, but not all, elements of the 2014 and 2016 UniPollWatch projects. The panel will canvas ideas for future opt-in projects for 2019 and beyond. It will also discuss the design and functionality of The Junction website, particularly the use of the Students Newspapers Online service, based in the US. It will address any issues relating to SNO and the training provided for campus editors. It will also provide a forum for participants to share their experiences about uploading and sharing content on the site.

Panel 2: From self-protection to advocacy & action: advancing the safety of women journalists

Chair: Fiona Martin, University of Sydney

Increasingly women journalists face not only the everyday risks of reporting and gender discrimination in the workplace, but intensified forms of public harassment, violent, sexualised attacks online, stalking, and organised campaigns design to humiliate, discredit and silence them. Late last year, the United Nations released a report on the safety of women journalists (UN, 2017) which charted some of the unique challenges they face in their profession and recommended a gender sensitive approach to addressing these risks. This panel explores three gender sensitive approaches to documenting gendered violence against women reporters, and improving their safety on the job and in the workplace – approaches that move beyond self-protection to advocacy and action. Together the speakers highlight the need for culturally sensitive, situationally aware responses to gendered violence against women media workers that recognise it as an institutional and societal concern, rather than a matter of personal protection.

What If? A Guide to Safety for Women Journalists

Ms Abeer Saady, International Association of Women in Radio & Television

Ms Nonee Walsh, International Association of Women in Radio & Television

In 2017, in response to calls from women journalists in Sudan, the International Association of Women in Radio and Television supported the production of a free safety guide for women journalists. 'What If? Safety Handbook for Women Journalists' written by renowned Egyptian reporter Abeer Saady. The guide, launched late in 2017, is based on the experience of women journalists from across the globe, and covers risk assessment, profile management, gendered violence and harassment; travel and digital safety, crowd management, wars, conflict, kidnapping and detention as

well as ethical and legal problem solving approaches. The guide has also been accompanied by the roll out of safety training in various parts of the global South, including Syria, Myanmar and Cameroon. In this presentation Saady and IAWRT's digital journalist, Nonee Walsh, the handbook's editor, talk about the vision for this manual, its impact and its incorporation in an ongoing online dialogue about safety strategies.

Why give hate a platform? Evaluating online safety strategies for women journalists

Dr Fiona Martin, University of Sydney

While many reporters regularly experience online violence, including offensive and threatening emails, comments and social media contacts, recent studies suggest women journalists are more likely than their male counterparts to be targeted for abusive comments (Gardiner, 2018) and particular types of image focused, sexualised and violently sexualised aggression (Chen et al, 2018; Nilsson & Örnebring, 2016). It forces changes of working practices and coverage (Adams, 2018). With such gendered subjective and symbolic violence having serious implications for media freedom, diversity and equity, as well as participation online (Gardiner, 2016; United Nations, 2017), it is imperative that digital safety initiatives address the scope and diversity of attacks on women journalists, and in ways that acknowledge the structural factors underpinning them.

This paper analyses the types of digital safety strategies proposed for women journalists by various international anti-violence projects. It canvases recent reports, guides and manuals published by journalism and media advocacy groups, government bodies and professional associations to examine how they frame online abuse and what forms of response they recommend. It evaluates the emphasis they put on gender-sensitivity, a U.N. objective, and on individual, collective or networked, and managerial approaches to these attacks. Drawing on a feminist 'ethics of care' (Robinson, 2011) the paper argues that the responsibility for dealing with online violence should be framed culturally and socially, and needs to be

tackled as an online governance issue rather than a personal safety issue, with better support from employers and government.

#MeNoMore: dealing with gender related issues in reporting the music industry

Dr Andrea Baker, Monash University

The #MeToo movement in October 2017 gave global recognition to the discrimination and sexual harassment that women experience in the creative industries. While such behaviour in journalism practice (North, 2009) or the music industry (Coates, 1997; Davies, 2001) is not new, the post Weinstein era signifies that music journalism is a fertile ground for a feminist investigation in relation to safety practices. As feminist musicologist Norma Coates (1997) argues, male music journalists maintain rock's masculine aesthetic and exclusivity by expressing open disdain towards their female counterparts. Helen Davies (2001, p. 301) highlights that the music press often declares itself to be the bastion of modern progressivism, radicalism and liberalism, but is overtly sexist as female journalists are subject to discrimination, sexual harassment and assault. In response to the Weinstein scandal, in November 2017 more than 2000 women from the Swedish music industry signed an open letter condemning such behaviour. In December 2017 the #MeNoMore campaign resulted in 400 women from the Australian music industry doing the same. Based on the content analysis of the media reports about the #MeNoMore movement (from December 2017 to November 2018), this paper examines the gender-related issues (discrimination and sexual harassment) that Australian women face while working in the music industry. Embedded in journalism studies (North, 2009) coupled with a cross-discipline framework from feminist musicology (Davies, 2001; Coates, 1997) and criminology (Fileborn, 2016), this research illustrates the gendered factors noted in UNESCO's 2015 "Safety of Journalists agenda" (Pöyhtäri & Berger, 2015). Building on the recent "Safety Handbook for Women Journalists" (Saady & Walsh, 2018), the paper concludes by offering strategies to protect the safety of female music journalists.

Responding to violence – self care and organisational strategies

Dr Cait McMahon, DART Centre for for journalism and trauma, Asia Pacific

As the recent UNESCO report on Safety of Women Journalists noted media organisations and civil society groups can play an important role in advising and facilitating women journalists in ways that help them increase their security and mitigate harassment. This presentation will focus on how better structural and organisational support of women under attack can be realised through appropriate policies and processes to deal with sexual harassment and abuse. It will also explore the potential psychological impacts of violence on media women, and discuss how self care strategies can help to alleviate some of the worst consequences.

Panel 3: The biosphere as a beat

Award-winning journalists Jo Chandler, Matthew Denholm and Adam Morton in conversation

Environmental journalism finds stories in the world’s wildest places – oceans, deserts and forests – as well as in the hallways of transnational governance and corporate boardrooms. Environmental journalism requires the ability to understand and engage with scientific and economic knowledge; the politics of trade and protest; traditional cultural practices and law; and at the intersections of the very local and the global. This panel brings together three award-winning journalists to discuss their work and how they navigate the labyrinths of knowledge to inform audiences about some of the most important issues of our time.

Panel 4: Freelancing, Foreign Exchange and Professional Development: Discussing the ‘Europe and Australia in the World’ exchange programme

Chair: Donald Reid

Participants:

Inger Munk (DMJX International)
Susan Forde (Griffith University)
Carien Touwen (Hogeschool Utrecht, HU)
Bill Dodd (University of Tasmania)

In the context of rapidly changing newsrooms and a constriction in entry-level positions for graduates, The Europe and Australia in the World (WORLDREP) programme enables final year students to experience diverse pedagogical and journalistic practices through intensive and applied courses in overseas institutions. However, international exchange programmes must consider the challenges and idiosyncratic hiring criteria that graduates face upon their return home. Accordingly, this panel brings together educators, scholars and coordinators from three countries and four institutions to discuss this unique programme. To inform the discussion, the panel will reflect on preliminary findings from interviews with former Tasmanian participants. Interviewees reported that the exchange’s focus on freelance publication and training fostered a range of applied skills, professional confidence and an extensive publication portfolio. However, they also found that a lack of local newsroom contacts—traditionally provided through newsroom internships—constituted a key hurdle upon their return home. This prompts a discussion about how to compliment exchange programmes with local networking and professional development initiatives that can ground what they have learnt overseas with local journalistic practices.

Panel 5: Journalistic interviewing and research ethics – new ways forward?

Chairs: Margaret Simons & Colleen Murrell

The intersection between journalistic practice and academic ethics is a perpetual issue for journalism practitioners who transition to academic careers – particularly those who seek to maintain their work as journalists and have the outputs counted as non-traditional research outcomes.

Previous work has suggested that human research ethics committees in Australia are inconsistent in their application of ethical requirements to journalism (Lindgren and Phillips 2011, Davies 2011a, 2011b, 2014) in some cases make pursuing journalism from within the academy impossible, while other universities take a more liberal approach.

Many of the problems experienced by journalists have also been experienced by other HASS researchers. Frequently, 'the interview' – a core research methodology - is at the centre of these problems. The issue is also relevant to the ongoing debate about whether journalism is itself a research discipline, or rather better understood as the subject of research (Nash 2013).

This panel will discuss these issues in the context of a recent landmark decision by the Monash University Human Research Ethics Committee to grant a broad ranging clearance for a senior journalist and journalism academic to interview “public figures” without the need for project specific approvals, plain language statements or consent forms. Copies of this ethics clearance will be distributed at the session.

The panel will discuss this in the context of the history of research ethics in HASS disciplines, and discuss implications for different methods of ensuring ethical research practice, including through journalism.

Workshop: Planning and managing your research career

Susan Forde Griffith University
Mia Lindgren, Monash University

This workshop looks at career development for journalism and other media/communication researchers, publishing opportunities, grant-competitive track records and general management of the balanced teaching/research/service profile for modern journalism academics.

As well as looking at the issues and opportunities, Susan and Mia look forward to hearing about the types of workshops and information sessions or discussion groups that current and potential JERAA members will find useful in developing their research trajectories and careers. Mia will finish the workshop about the mentoring program.

Launch: The New Beats Project report

Lawrie Zion, La Trobe University
Matthew Ricketson, Deakin University
Penny O'Donnell, The University of Sydney
Andrew Dodd, Swinburne University

The New Beats project is a longitudinal study examining what happens next to journalists whose positions became redundant in Australia between 2012 and 2014. The five-year research project has been mapping job loss across journalism and surveying those who have experienced redundancy to develop new insights into the scope and scale of occupational change and its implications. It has followed the lived experiences of job loss and re-employment through four annual surveys of a cohort of 225 journalists, using quantitative and qualitative methods. This session marks the launch of the project's report on the key findings from the annual surveys.

Copies of the report will be distributed at the launch.

Presentations

(See schedule on p. 36 - 43)

You've got the job! Unpacking gendered employment practices in the Australian news media industries.

Heather Anderson, University of South Australia
Susan Luckman, University of South Australia
Ruth Rentschler, University of South Australia
Ruchi Sinha, University of South Australia

The issue of gender diversity within Australia's news media industries is consistently subject to high profile public debate. While some other media landscapes have shown improvement, in terms of featuring characters and presenters that reflect the general population (Screen Australia 2016), and in providing more in-depth insight into specific cultures via SBS and NITV (FECCA 2016), the news media are not as representative, with men more than three times more likely to be featured as an expert than women in news reports (Isentia 2016). Employment practices in the Australian news sectors are also problematic. Despite suggestions that the news media are reaching gender parity, the literature so far is contradictory. North (2015) proposes that a combination of professional definitions, sample size and publishing platforms can skew findings to suggest a more positive gender balance than is actually in play. Byerly's (2011) global review found women constituted only 34.4% of news journalists in Australia, and, according to Women in Media (2016), a significantly low proportion of women journalists (30.8%) are actually named or acknowledged as the producers of media content.

This paper draws on initial findings from a research project that has mapped diversity in the Creative and Cultural Industries, to explore the gendered nature of employment practices in the news media, especially around recruitment and retention. Employing both a qualitative examination of key scholarly and sectorial documents, and a quantitative analysis of Australian 2011 census data, we focus on gendered employment practices in radio, television and print journalism. We argue that the lack of

gender diversity at the level of employment is a key contributing factor to the sector's identified inequalities, which, in turn, undervalue, devalue, and even prevent, the inclusion of marginalised voices in mainstream narratives.

Re-defining community radio news and journalism

Bridget Backhaus, Loughborough University

Community radio has long been regarded as a voice for the voiceless and a stronghold of alternative views. Community radio journalism has a similar tradition of democratizing the media and acting as a cultural resource to provide communities with a local voice (Forde, Foxwell, & Meadows, 2003). Despite its indisputable value, community radio journalism in India faces a unique set of challenges: the foremost of which being that, officially, it doesn't exist. According to the policy set by the Government of India's Information and Broadcasting Ministry, community radio stations are prohibited from broadcasting any news and current affairs content. Stations are restricted to broadcasting "non-news", such as traffic and weather, and replaying bulletins from the state broadcaster, All India Radio. The situation is further complicated by the looming presence of a development discourse that underpins the rationale for the community radio sector and the subsequent activities and programming choices. Instead of serving their listeners, community radio stations are obligated to support the nebulous concept of "development", the operationalisation of which is even less clear. Given this environment, it is unsurprising that community radio journalism in India is relatively unexplored in the literature. This paper aims to address this gap by exploring how community radio practitioners in India source content and work around their restrictions in order to provide their listeners with relevant information and news. Drawing on ethnographic research conducted at two community radio stations in India, the relationships between community radio practitioners and their audiences are explored in order to better understand the interpretation and use of journalism in this context. Despite the restrictive environment, this paper argues that community

radio journalism in India is alive and well. Close relationships and strong networks with their listeners help community radio practitioners engage in hyperlocal journalism from the margins that results in news that may not conform to mainstream, large-scale definitions, but nonetheless serves to let marginalized voices be heard and contribute to the democratization of the public sphere.

Neglected voices in health and science news: Is journalism the problem? Can citizen health and science journalism strengthen voices in the margins?

Catriona Bonfiglioli, University of Technology, Sydney

Analyses of news coverage persistently detect the absence of certain voices and the dominance of others. Despite the immense possibilities opened up by the development of the internet, certain voices still dominate, and analyses of listening reveal the challenge of being heard in the attention economy. Analyses of news about obesity and physical inactivity also reveal the lack of community voices while audience research reveals a desire for more realistic and helpful journalism. But where stronger health and science reporting is needed, we find reduced coverage, redundancy and attacks on science, facts, evidence and high-quality journalism. Fake news or misinformation are also invading the health and science journalism space while research shows audiences lack media literacy and critical thinking. Two pathways of innovation point to a possible intervention combining innovation in citizen journalism and new approaches to improving health media literacy and science media literacy. New action research in the UK (Luce et al.) and the USA (Davis) has successfully involved people from the margins -- favela dwellers, people with a disability and people who are homeless -- in innovative citizen journalism projects. In Germany, journalism training is being used in schools to develop science media literacy (Polman et al.) and in the US instruments to measure critical health media literacy are being developed by Wharf-Higgins and Begoray. The present project is drawing on these innovations to explore how online and face-to-face citizen journalism training could be used to measure and

enhance critical health media literacy and science media literacy in segments of society who would benefit from exercising a stronger voice in the media space. This paper will discuss developments in this new research pathway.

Shifting the balance: navigating relationships between local journalists and communities in the age of social media

Kathryn Bowd, The University of Adelaide

Social media is shifting the balance of communication between journalists, news outlets and the public, and the impact has been felt by localised news media as well as state and national outlets. Smaller regional news outlets have a long-held reputation for being 'closer' to their communities than larger-scale media, although this has been affected in recent times by factors such as masthead closures, newsroom consolidations and resourcing cuts. At the same time, though, the interactive nature of social media has opened up new opportunities for direct communication, particularly between individual journalists and the people who engage with their work. This interactive capacity provides an additional means to build news-community relationships at a local level, and a way to target news more directly to the interests and needs of news audiences. However, it also creates challenges for journalists - in negotiating rapidly shifting community relationships, in continuing to provide a broad range of news as well as stories targeted to niche interests, and in managing day-to-day workload. This paper explores the perceptions of journalists in regional centres in Australia and Canada about the impact of social media on their professional lives. It incorporates data from semi-structured interviews and an online survey to consider some of the key ways in which social media are shifting the balance of relationships between local journalists and the communities with which they are engaged.

Fact-checking, election campaign coverage and political journalism after 2016: Lessons from Australian-US comparative research

Stephanie Brookes, Monash University

Political journalism has experienced a period of rapid change in the past decade, linked to broader shifts in journalism and the political, social and economic context in which it operates. Some of these disruptions – thrown into sharp relief by frequent references to ‘fake news’, ‘information disorder’ or ‘post-truth’ – present particular challenges for legacy news organisations. For these organisations, the traditional goal of providing authoritative political and campaign coverage is complicated by an interwoven series of trends: smaller newsrooms trying to do more with less in the era of digital, networked journalism; increased competition from journalistic and other sources of information and spaces for political discussion; the professionalisation of campaigns whose access to voter data and direct communication technologies continues to expand; and a steady and broad-based decline of trust in public institutions in Western democracies (from which journalism is not immune). How, then, might legacy political journalism seek to respond? This paper presents the results of a comparative case study of the online political coverage of six legacy news outlets in Australia and the United States of key events from national-level elections in 2016. It focuses on their attempts to provide comprehensive online campaign coverage through the embrace of innovative digital journalism techniques, with particular emphasis on the rise and mobilisation of ‘fact-checking’ in campaign coverage. The paper concludes that, despite a broader embrace of innovations afforded by the growth of digital journalism, Australian legacy news outlets have yet to integrate fact-checking into political and campaign coverage to the extent seen in the US. The paper also reflects on why this is the case, drawing on broader insights gained from Australian-US comparative research into political journalism. Future theoretical and methodological approaches to US-Australia comparative research that could be used to develop more penetrating empirical insights are explored. In particular, the paper

assesses Stephen Cushion and Richard Thomas’ proposal in *Reporting Elections* (2018) that US journalism may operate as a ‘barometer for how other media systems will evolve in the future’.

“Yes, I’m a nine-year-old girl. But I’m a reporter, first. I report the news”: Journalism, girls and power

Cynthia Carter, Cardiff University, UK

The title of this paper comes from a comment made by US journalist Hilde Lysiak, then a 9-year-old publisher of a community newspaper. Lysiak launched *Orange Street News* in 2014 because she wanted to get the truth of what was happening in the community to local readers even if some adults, she quickly discovered, thought journalism to be too dangerous for a young girl. Protectionist theories of childhood underpin much journalism research, tending to focus on the possible negative emotional effects of explicit news content on children. Research on constructive outcomes related to children's civic participation as news audiences and producers is limited. Moreover, girlhood research rarely addresses girls as citizens, tending instead to focus on their relationships to entertainment media. Yet we know girls are engaging with the news, and increasingly so as digital technologies now facilitate, as journalists, political bloggers, and social media commentators. In what ways do such girls challenge taken-for-granted assumptions about their public agency? To explore this question, the chapter focuses on the activities of Hilde Lysiak’s journalism and Maelo Manning’s political blog in the UK, *LibDemChild*, which she started at age 10.

Mixed messages – Exploring various content analysis approaches to studying Australian visual imagery of the South Pacific and South Pacific immigrants in Australian newspapers/print media

Margaret Cassidy, University of Tasmania

Photographs are an important part of contemporary Australian newspapers. My study examines the Australian visual imagery to be found in Australian newspapers of the South Pacific and South Pacific immigrants over the last ten years.

This presentation examines findings from the initial phase of my PhD project. I will be discussing the methodological rationale and approach that is unpinning this research. Reviewing a range of possible methodologies will identify where I see there is a gap in the current scholarship.

The study of both story selection and the use of photography is important. Former editor of *The Age*, Michael Gawanda wrote that in the 1990s “Australian broadsheets were among the first to use photographs as if they were as important and informative as other forms of reporting, able to enhance the writing and even tell a story that words could not manage”¹. With the limited coverage of stories from the South Pacific in Australian newspapers, both the stories and any accompanying photographs become important.

While the South Pacific is of strategic importance for Australia and indeed Australia is the largest foreign aid donor in the region, both news stories from the South Pacific and the South Pacific community of immigrants in Australia are often accompanied by photographic stereotypes of undeveloped island paradises and primitive people represented as “other” or from Edward Said’s orient². This paper explores some challenges in devising a methodology for the content visual analysis of the photographs accompanying text news stories. This includes reviewing some of the variety of approaches to the analysis of images within framing analysis, and offering a model for this future content analysis. It will tie visual content analysis methodologies to photojournalism. After all, one picture tells a thousand words.

The transition from university to professional life – implications for journalism graduates and educators

Trevor Cullen, Edith Cowan University

Yesterday’s burning higher education question was – should universities concern themselves with employability and careers. Today’s question is – how can universities have the most impact on graduate success with employability and careers. Nearly 180,000 students in Australia graduate with a bachelor’s degree every year and they are moving on to a world characterised by rapid and complex change, globalisation and lower graduate employment rates. Federal government reports on the future of work (2017 and 2018) argue that graduates will experience multiple occupations over the life of their careers in a degree of discipline mobility not seen in previous generations. The complexity and uncertainty inherent in a graduate’s future presents particular challenges for educators and students. For Journalism graduates, this will be a period of their lives imbued with some anxiety and many questions. Has the course in which they have invested so much time, effort, money and hope provided them with the capabilities they need in the next stage of their lives? What does the world expect of them? What options are available? How big is the step to the next rung on the ladder? How will they manage without the networks and structures that have supported them through their studies? For educators, this will be a time to explore ways to help graduates develop skills to adapt to these transitions. In the ever-changing world of work, the graduate skills tick-box list is continually growing. It includes competent research and analytical skills, broad general knowledge, practical industry skills, multi digital skills, well-developed personal and professional identities, solid reflective practices and life-long learning skills. The ultimate goal is to prepare journalism graduates for a lifetime of learning and work, not just for their first professional job. The main focus of this paper is on the critical ‘transition out’ stage and the journey that follows. It provides examples of how to adopt strategic and practical approaches to enhance the ‘transition-out’ graduate experience.

Australian Universities and the professionalisation of journalism between the wars

Kate Darian-Smith, University of Tasmania
Jackie Dickenson, University of Melbourne

The crisis of World War I, and the logistical and ethical challenges of reporting from the fighting front, sparked public debate about the status of journalism during and after the conflict. In particular, anxieties were expressed about the growth in ‘yellow journalism’ and its selective sensationalist reporting. As a result, unprecedented changes to the education of journalists were introduced around the world, including in Australia. In the decade after World War I, four (of six) Australian universities – Western Australia, Queensland, Melbourne and Sydney – offered a Diploma in Journalism. Despite the perceived demand for these courses, they attracted low numbers and, by 1945, were either defunct or struggling because of what has been described by Lloyd as ‘a fatal flaw’: a lack of professional relevance. This is surprising. Members of the Australian Journalists’ Association (AJA) drove the establishment of these university courses; assisted in developing curricula; gave lectures; promoted the Diploma of Journalism within the industry; enrolled their sons; and sat on examination boards. Moreover, the pages of the *Journalist*, the AJA’s organ, show a close familiarity with university journalism education, including the success of the practical journalism courses offered by universities across the United States.

This paper examines why the Australian university courses failed, given the AJA’s close involvement in journalism education. The 1920s and 1930s saw a rise in accreditation and regulation across the traditional professions, and the emergence of new media-based professions in advertising and broadcasting. In this context the introduction of standardised tertiary courses was an important tool in the AJA’s move to improve the status, pay and conditions of journalists. Senior journalists were unhappy with the standard of newspaper cadet training and concerned that the occupation would be left behind if it did not embrace specialised training at a higher level. Indeed, in the words of Fairfax’s W.G. Conley, ‘every trade, calling and profession’ was moving towards improved educational standards. But

the support from many newspaper proprietors, editors and senior journalists for the university courses was not universal. Continuing debates in the *Journalist* around the usefulness of tertiary study for journalists demonstrate the deep divisions in the profession around this issue. Our research had found that despite the AJA’s commitment, the university courses could never have been ‘professionally relevant’ when the meaning of ‘professional journalism’ remained highly contested, even amongst journalists themselves. As the practice of journalism was evolving in Australia, discussions around training and the university courses were used to assist the AJA to work out what journalism was becoming and what it would be in the future. Some of its members called for improved ‘thinking’ in journalism education, while others wanted improved skills. Australian universities in the interwar period could only address the former, as funding was not forthcoming from either the government or the industry for ‘practical’ training – and as a consequence, specialised tertiary training for journalists in Australia was not widely offered until the last decades of the twentieth century.

Six easy pieces: How to put some data journalism into your courses.

Kayt Davies, Edith Cowan University

The ‘era of big data’ has ramped up the pressure on newsrooms and journalism courses to get better at doing data journalism. The first phase of this process saw experts being brought in to do the innovation, but as it settles into being more mainstream, the challenge is upon all of us. This presentation is informed by recent research about the challenges of teaching data journalism and innovative approaches being taken, including work published in the June 2018 edition of *Asia Pacific Media Educator* which was devoted to the issue.

The take-out from this presentation will be six easy ways that you can pop an activity into any of your undergrad courses that will kick start thinking about data journalism and start your students on the path to learning more about it.

Solutions journalism and the politically awkward question of leadership

Bill Dodd, University of Tasmania

Tailored for an increasingly distracted and pessimistic audience, solutions journalism offers a democratic reorientation of journalism towards solutions, alternatives and success stories. Its proponents define the practice as “rigorous and compelling reporting about responses to social problems” (Bansal and Martin, 2015, p. 2). It seeks to balance crime and corruption reporting with an optimistic account of the future by showcasing transformative innovations and innovators. However, unlike preceding reform movements, solutions journalism has developed rapidly as a practice without the academic attention and controversy that surrounded public journalism in the 1990s. This presentation attends to this significant movement in reporting and argues that its success is a product of a more nuanced appreciation of the value of leadership and specialisation than its public journalism forebears. Drawing upon doctoral research, this paper presents a democratic theory of leadership in the ‘governmental field’ and draws out some recommendations for the movement going forward.

Towards better practice reporting on violence against women

Jan Earthstar, Our Watch - National Foundation for Prevention of Violence against Women and their Children
Margaret Simons, Monash University

Violence against women is a major news story. Reporting on this topic is receiving increased attention and scrutiny. Community attitudes and understandings are influenced by the media, so accurate, ethical and informed reporting is crucial. Our presentation will touch on what the research tells us about Australian reporting practices, and we will present a new university teaching resource that can be embedded into existing curricula to build best-practice reporting on violence against women.

North Korea's return to the field of international sport

Peter English, University of the Sunshine Coast
Richard Murray, University of Queensland

The participation of North Korea in the Winter Olympics began a thawing in both cross-border and international tensions that soon led to peace talks. The inclusion of a combined Korea team at the 2018 event created a variety of news angles that were focused on sporting and non-sporting topics. Broader issues that were evident in the coverage were geo-politics, nuclear weapons and human rights, providing an example of sport and politics mixing on the global stage. This paper examines the representations in media reporting of North Korea at the Winter Olympics. Utilising a content analysis of major online news providers from five regionally and internationally significant nations – North Korea, South Korea, Japan, the United States of America and Great Britain – it explores what was included in articles dealing with North Korea’s return to the global sporting arena. The time- frame of the analysis started on January 3, 2018, when the border hotline between North and South Korea reopened, and concluded a week after the Winter Olympics on March 3. Issues such as sport, politics, identity and novelty are explored through the lens of Bourdieu’s field theory against the background of the shifting and disrupted sands of the journalism industry. By comparing the representations by online newspapers among the five nations, it will help to understand the different narratives applied when reporting on North Korea in both sporting and broader contexts.

From dependence to optional: the impact of digital disruption on the traditional journalist-source relationship

Caroline Fisher, University of Canberra

The relationship between journalists and their sources is central to journalism practice. It is a relationship based on a power struggle over the presentation of information to the public. The nature of that relationship continues to change in response to cultural, social, political and technological circumstances. Historically, the relationship between journalists and sources has been predominantly characterised as interdependent, oscillating between co-operation and conflict over the control of information. However, the arrival of digital publishing platforms has significantly disrupted this mutually dependent exchange. It has blurred the boundaries between the two roles and released sources from their traditional reliance on journalists to disseminate their messages to citizens. Using digital platforms, sources have the option to by-pass the traditional media and communicate directly with the public if it meets their strategic communication goals. While the traditional journalist-source relationship still exists, it has become an optional relationship whereby sources can either 'opt-in' or 'opt-out' depending on the audience they need to reach. Via discussion of key literature, this paper provides an overview of the history of the reporter-source relationship in the age of mass media. It then examines the impact of the rise of digital media on journalist-source relations, followed by critical reflections on the changing nature of this pivotal relationship, advances news theory and points to future directions for research. In doing so, this paper argues the shift in power between reporters and sources poses a challenge to the authority and control of journalists who have lost their stranglehold over the means of publication. The author contends this change points to issues of accountability and scrutiny, and raises questions about the relevance of journalism's 'fourth estate' role in democracy when sources can choose to circumvent the news media and publish directly to the audience.

Who writes a press release? Changing audience perceptions of journalists as promoters, not just reporters.

Caroline Fisher, University of Canberra
Sora Park, University of Canberra
Jee Lee, University of Canberra

The blurring of professional boundaries between journalism and other communications roles in response to the rise of digital media is a contested issue in journalism scholarship. To date, much of the work has examined this topic in relation to the impact of digitization on journalism practice, and the challenges this presents to traditional conceptions of journalistic professionalism. There has been less attention paid to audience perceptions of the shifting margins between traditional journalism and non-journalism roles. Data from the Reuters Institute Digital News Report 2018 found 23% of news consumers from 34 countries knew that the responsibility for writing a press release belonged to a spokesperson of an organisation, rather than a lawyer (3%). However, 40% thought that it was the role of news reporters or producers. A further 34% said they did not know. The shift in perception of the role of journalists among news consumers is related to the digital news environment of the country. We compared the state of digitalisation in news provision and consumption in the 34 countries to see if this was related to changes in consumers' perception. Drawing on theory of advocacy in journalism and contemporary gatekeeping theory, this paper argues these findings point to a possible perception on the part of the audience of journalists being both promoters and providers of news. We suggest this view likely stems from journalists and news organisations increasingly assuming marketing functions to publicize themselves and their stories on social media and other digital platforms, and advertising breaking news via regular notifications. In doing so, this paper contends the audiences' perception of journalism's marketing role simply reflects the observed online behaviour of journalists and news outlets in selling the news. This promotional activity is helping to blur the distinction between journalism as a news provider from public relations and other marketing roles.

Micro Blog, Macro Bleach: Science, Communication and the Great Barrier Reef

Kerrie Foxwell-Norton, Griffith University
Claire Konkes, University of Tasmania
Audrey Courty, Griffith University

Increasingly, social media platforms like Twitter are being used by scientists to reach audiences directly, unfettered by the gatekeepers of mainstream news and other media (Collins et al. 2016, Coté and Darling 2018). This paper critically examines how the Australian science community are enlisting social media to communicate the health of the Great Barrier Reef. Focusing on coral bleaching events in 2016 and 2017 (Schiermier 2018), as well as recent bleaching alerts for 2018 and 2019 (Slezak 2018), the paper examines how scientific information about the Reef is transmitted internally (within and among scientists) and externally (to engage the general public, journalists and policy-makers) on the popular micro-blogging platform Twitter. We identified and tracked a sample of 15 accounts belonging to prominent Australian reef scientists and research institutes, analysing the content, structure and level of engagement of tweets containing the keywords 'bleach', 'GBR' and/or 'Great Barrier Reef'. Our preliminary findings suggest most of the scientists and institutes are using Twitter for the facilitation and exchange of knowledge within and among a global network of other scientists, primarily located in Australia, US and UK and stemming from various scientific fields. They also connect with journalists and frequently embed news articles into tweets, using science journalism to make their research more accessible. But with the exception of a few of the more popular accounts (with over 7,000 followers) being retweeted by non-scientists, the level of engagement with everyday citizens and policy-makers is comparatively limited. We conclude by positioning these observations within recent discussions of mediated environmental conflict (Hutchins and Lester 2015) and mediated environmental policymaking (Foxwell-Norton and Konkes 2018) to consider science and its public communication in the broader media ecology.

Media entrepreneurship: informally preparing students for work

Janet Fulton, University of Newcastle

One of the key questions students and parents ask journalism and communication educators is 'where are the jobs?' Additionally, every few years, news publications recycle stories on how journalism and communication schools are over-enrolling students in programs with difficult job prospects. While the numbers of journalism and communication students is growing (Lidberg, 2017), it can be clearly shown that traditional journalism jobs are difficult to get within a media industry that has radically shifted (O'Donnell, 2018; Zion, et al., 2016; Barnes & de Villiers Scheepers, 2018). What can we tell our students, and what can they do, to ensure they are as prepared as possible when they graduate?

Drawing on data from a series of 30 semi-structured, ethnographic interviews carried out in 2015- 2016, this presentation will report on findings from a media entrepreneurship project that is examining how media producers are taking alternative paths to tell their stories and inform the public. Interviewees included those who've started up online media ventures such as blogs, websites, online magazines and digital broad/narrowcasting. While the research questions for the project focused on skills, business models, technologies and the degree of success, an interesting side note that emerged from the interviews was a discussion on how communication and journalism students could prepare themselves to work in a media environment where the perception is that it is rapidly shrinking and there are no jobs.

Several themes around this side note emerged from the data: the importance of networking; developing a broad skill base; finding a niche; engaging with your audience; success won't happen overnight; and, love what you do. This presentation will discuss these themes, drawing in part on Bourdieu's cultural production model, to demonstrate how we can prepare our students, via informal education, to work in a changed and challenging media environment.

Not just for the marker: a platform for developing confidence and resilience in regional Australian journalism students

Janet Fulton, University of Newcastle
Paul Scott, University of Newcastle
Felicity Biggins, University of Newcastle

The Junction is a national initiative run by JERAA to publish the best student work and “to encourage journalism students through collaboration and work-integrated learning” (Dodd & Davies, 2018). It is an extension of the UniPollWatch (UPW) project where university journalism students reported on the 2016 Australian election. The University of Newcastle (UON) is one of the universities taking part in The Junction and it also took part in the UPW initiative. As academics coordinating UPW, we found stimulating student involvement was challenging. Those challenges have helped inform how we have approached encouraging student contributions to The Junction.

The UON is a regional university with a journalism major housed within a communication degree. In 2018, 179 students had enrolled in the journalism major. Journalism students experience embedded assessments where they produce work that is published and broadcast with media outlets including the ABC, the Newcastle Herald and 2NURFM (Fulton, et al., 2017). These authentic assessments provide students with the opportunity to present their work to an audience and The Junction is another initiative where students can produce journalism for purposes other than academic assessment.

While UON participated in the UPW project, academic staff found it to be challenging. Several factors influenced the difficulties we found. Firstly, inflexible university systems meant that the project start date did not allow for a change in course requirements, thus the project could not be embedded in journalism courses. With this in mind, academic staff recruited volunteers to take part in the project and that presented its own challenges. Secondly, the election date for the 2016 election fell on 2 July, outside the semester dates, which, as Dodd, et al. noted, led to “students losing focus after the end of semester, students being busy with other

assignments and students losing access to university systems at the end of semester” (2017, p. 226). A third challenge was that UON includes a higher than sector average of low SES students with many of the volunteers finding it difficult to fit additional activities into their university/work life. The Junction will involve students differently at the UON from the methods employed with the UPW project. Rather than using student volunteers, as with UPW, academic staff have embedded publishing opportunity into journalism courses, using The Junction as an incentive for ‘best work’. This presentation will report on how the experience of publishing on The Junction is different to how we experienced UPW.

How did raw footage influence the crises reporting in the mainstream media

Rahmatul Furqan, University of Melbourne

The news coverage of disasters and humanitarian crisis has increased along with the development of global media. As the advance of media technologies, the unfortunate story of distant others has now also accessible in the forms of amateur and ‘raw’ video which can be accessed via networked platforms such as Twitter, Facebook, and YouTube. At the same time, user-generated picture or video has regularly altered both information flows and the nature of news work for the mainstream media. Traditional journalists no longer dominate footage from crises zones worldwide. Instead, citizen journalists are now transformed into the critical eyewitnesses to human suffering around the world, and the footages that they produced regularly lead television headlines or the front pages of newspapers. Along with a considerable increase in the circulation of ‘raw’ footage in mainstream media, especially in times of disaster and humanitarian crisis, the debate has arisen over its effect on editorial control, including the way journalists research and tell stories. Would it risk or harm the credibility of mainstream media? This study aims to analyse the conventional news organisation’s reliance on ‘raw’ videos produced by amateurs, who are not guided by ethical values and might challenge the notions of mainstream journalistic of truth-telling, such as

checking and source criticism. Under several pressures faced by the mainstream organisation in reporting the humanitarian crises, this paper will discuss the shifting of ‘professional logic of control’ towards a revised logic of ‘adaptability and openness’, which then contradict with the professional discourses of objectivity and truth. Finally, I would argue that the trustworthiness of news is no longer determined by the verification of facts or sources, but it also influenced by the level of authenticity and first-person experience.

The effect of affect. Why foreign correspondents need to pay attention to the physical spaces they are occupying, both at home and abroad

Chrisanthi Giotis, University of Technology, Sydney

Grenfell fire in the UK (Ruddick 2017). However, the elitism present in the practice of being a foreign correspondent is often taken as par for the course despite critiques which point out the colonial and racialized overtones of this elitism, particularly as concerns African reportage practices (Nyabola, 2014; Wainana, 2012).

This research suggests decolonizing the profession requires foreign correspondents to question their practice of basing themselves in bunkered hotels and elite expat communities while reporting from overseas. It suggests the securitization affects created by existing in these gated spaces is limiting the ability of foreign correspondents to connect with the people they are supposed to be reporting on. This lack of connection follows through to story creation. As argued by philosopher Alain de Botton the lack of concern shown by audiences for foreign crises is not caused by physical distance but rather emotional distance caused by a lack of identification with the ordinary and every day. He says: “...we can’t much care about dreadful incidents unless we’ve first been introduced to behaviours and attitudes with which we can identify” (de Botton, 2004, p. 84). Foreign correspondents cannot capture those everyday connections if they themselves are not living them (Sundaram, 2014).

Moreover, I argue that in a globalised world such affective connections can

be created before heading overseas and correspondents should regularly spend time with relevant migrant communities in their own cities. In my own research I connected to former refugees from the east of the Democratic Republic of Congo living in Sydney before heading to Mugunga refugee camp in the Congo and this had positive effects on my reportage. Ideas as to how such a focus on affect might work its way from academia into regular journalism practice will be discussed.

It’s Not about You: Teaching objective reporting to first year journalism students

Sue Green, Swinburne University

The lines between news reporting and opinion writing are increasingly blurred, with journalism students consuming a diet of blogs, native advertising and media stories merging reportage and analysis. Yet journalism schools continue to teach objective newswriting, insisting students leave themselves out of the story. Many struggle with this and with the concept of the neutral observer. At the same time, Donald Trump’s presidency has some American journalists and media analysts considering whether the old ethical constraints still apply. Is a more activist, less arm’s length approach acceptable in the light of his comments about women, contradictory statements and flexibility with the truth, as well as policies at odds with social justice. Journalists and commentators are asking what constitutes ethical journalism and whether objectivity is still an essential part of this. This paper will report the findings of a survey of students undertaking an Ethics for Journalists unit. All have completed a first year Newswriting unit and are studying the first year ethics unit which includes the key journalistic concepts of objectivity, impartiality and bias. The students will be asked about their reading of news stories and whether they find objective stories more credible than those in which the journalist declares a stance. They will be asked about their understanding of the concept of objectivity and writing at arm’s length. They will also be surveyed on their own efforts to write objectively and any difficulties they may have faced.

The results of the survey will be analysed in the context of the renewed debate since the inauguration of Donald Trump as US president on January 20, 2017. I will review a selection of opinion pieces from US media organisations and analysts, including from the Columbia Journalism Review, The Washington Post, Poynter and Jay Rosen, addressing the issue. I will also consider a selection of other stories which draw this debate into the public arena, with critics suggesting the demands of impartiality short-change readers. These include film producer Lord Puttnam's criticism of the BBC's Brexit coverage as having "effectively been hamstrung by the strict rules on impartiality which govern it" and UK climate change committee member Lord Krebs criticising coverage given to climate change deniers. At a time when polls show trust in the media at a record low, this presentation asks whether young journalists believe media credibility would be enhanced if they declared their own stance rather than pursuing the illusion of objectivity.

Interviewing Journalists - the purpose and place, and the lessons from interviewing the people who covered iconic events

Glynn Greensmith, Curtin University

This presentation will focus on the purpose, acquisition, analysis, and relevance of the process of interviewing journalists for journalism education and research. Focusing on a series of interviews done by the author with journalists working in Hobart during the Port Arthur massacre in 1996, this presentation will discuss the relevance of the analytical techniques – including Grounded Theory, Comprehensive Comparison Analysis, and News Framing Theory – available to the researcher, and their effectiveness in translating lived journalistic experience into effective research and teaching material.

The lack of previous research into the coverage around the worst mass shooting in Australia's history only serves to highlight the relatively new place journalism has in the academy, and the importance of researchers and teachers attempting to document some of the most important

moments in Australian history through the prism of the journalistic output of the time.

This presentation will document findings from interviews undertaken with television and newspaper journalists based in Hobart in 1996, as well as a photographer, cameraman, and editorial staff. The presentation will focus on the elements drawn from the interviews that are central to the research being undertaken by the presenter on the coverage of mass shootings and the lessons we can learn more widely in a contemporary context, but also highlight the benefit of the interview process in cross-disciplinary work, and wider relevance to research and teaching from the experiences gathered. Such elements will include: editorial decision-making; news gathering processes; trauma and impact; and reflections and hindsight.

Adaptation and the mainstreaming of children's news

Erin Hawley, University of Tasmania

Traditionally, children have occupied a marginalised position as audiences for news. They are not the intended audience of most news outlets, yet because news is interwoven with daily life and domestic practices, children often become accidental news audiences. Children's voices, too, have traditionally been marginalised within news narratives. Today, however, we are beginning to see a "mainstreaming" of children's news, and of the very idea of the child as a news consumer. This has occurred particularly in response to concerns about fake news, which has in turn seen the once-radical notion of media literacy education itself become mainstream. However, this mainstreaming of children's news raises questions about how adult-centric news stories might be transformed in order to reach, address, and engage young audiences. Like other forms of adult media, news can be distressing for young audiences; and while the impulse may be to restrict children's access to harmful or distressing news content, this restriction may be damaging in itself because it reduces the opportunities for gaining vital media literacy skills.

This paper argues that adaptation is an effective strategy for making news accessible to children. Usually applied to analyses of page-to-screen

transformations in entertainment media, the theories and approaches that define adaptation studies – including the central and long-standing debate over the importance of fidelity – are a useful means of understanding the act of making news accessible to children. Using Australian case studies and focusing particularly on the long-running ABC series *Behind the News*, this paper explores the adaptive strategies used by such media outlets to make “difficult” news content accessible to children, arguing that these adaptive strategies empower young audiences as news consumers, news sharers, and potential news makers.

Speaking ‘for’ Australia and bargaining to be heard

Geoff Heriot, University of Tasmania

Once, but no longer, Australia rated highly in what the British Council has called the ‘Great Game of the airwaves’, which has played out with renewed intensity amid the 21st century environment of global disorder.

Governments elsewhere have invested significantly in international broadcasting – through radio and television, mobile and online platforms, and on-the-ground collaborations – while international services operated through the Australian Broadcasting Corporation (ABC) have experienced an almost terminal contraction.

As Australian policymakers confront a strategic environment that has changed fundamentally and permanently, they are re-visiting the utility of state-funded international media in the context of contemporary theories of non-military power projection. As William Bernstein writes, politics is nothing more than communication applied in the service of power. The function of international broadcasting straddles the points of tension between the interests of the hierarchical state and the dynamics of a networked world; and between the controlling impulses of central authority and - in the case of Australia - the principles of a monitory democracy.

Geoff Heriot’s cross-disciplinary PhD research examines the past impact and current relevance of international broadcasting in the service of foreign relations. He locates the practice of within a strategic rather than

generalised ‘soft power’ context. As a purposeful form of discursive power, operating in a radically destabilised geo-political environment, its function is to exercise both affective and normative influence on foreign publics – preserving and expanding the virtual space in which the Australian state and its people can operate.

Clarity of purpose and a cross-disciplinary perspective are required to mitigate the tensions intrinsic to the role of international broadcasting on behalf of the Australian democratic state. Accordingly, Heriot analyses the subject from three interwoven perspectives: that of the state and its strategic purpose in a given context; the factors and conditions involved in the ‘bargaining’ process of attraction, engagement and influence among foreign publics; and the performative variables arising from shifting policy priorities, institutional biases and contested notions of professionalism, and matters of organisation and work design.

The First: How the Australian media frames identity in women in politics who are critical actors

Meghan B. Hopper, Monash University

At the conclusion of her term as Prime Minister, Julia Gillard famously predicted that it would be “easier for the next woman and the woman after that and the woman after that”. What does it mean to be the first? In political theory, a critical act is one “that will change the position of the minority considerably and lead to further changes” (Dahlerup 1988: 296). For women in politics, examples of this have included the introduction of quotas, or the election of women into prominent positions of power for the first time (Dahlerup 2006; Hopkins, Roarty & Siggers 2008; Holli 2012). But in their role as the fourth estate, the extent to which the Australian mainstream media has been ready for changes to the dominant political paradigm – including shifts in the role and identities assumed by female politicians - has often come under question. When women are framed within traditional gender roles instead of in line with their earned positions of political power, it can negatively influence public perception of their suitability for leadership roles (see: Falk & Kenski 2006; Niven & Zilber

2001; Fridkin Kahn 1994).

In this paper I will examine the ways in which the Australian mainstream print and online media seeks to frame female politicians within the “private sphere”, at times to the detriment of their contribution to public life. I will analyse the examples of Dorothy Tangney, Julia Gillard and Penny Wong – chosen as three women who achieved significant critical acts in their parliamentary careers, none of whom chose or have chosen to shape their political identity within traditional constructs of femininity. The first woman elected to the Australian Senate, Dorothy Tangney was an unmarried, childless unionist, some fifty-five years ahead of Julia Gillard; journalists covering her arrival in parliament struggled to know what to do with her (Jenkins 1996). Penny Wong is the first openly LGBTI woman in the Australian parliament and the first Asian-born member of an Australian cabinet, a truly intersectional example of traditionally “othered bodies” (Stevenson 2013) embodied in one politician who has held a series of prominent “hard news” portfolios yet is perhaps best known to the public for her role in the marriage equality debate. Gillard spent most of her political career deftly trying to avoid being framed in the private sphere, yet this same approach later left her subject to criticism that she had never let voters see “the real Julia”, that the “warmth” for which she is known privately was talked of by the press as “switching off when the cameras switch on” (Hooper 2013).

Drawing on key examples from the Australian mainstream media, I will illustrate the ways in which the gate-keepers grapple with issues of identity, public and private lives, and changing perceptions of the roles women play in society as they rise to increasing political prominence.

Between the classroom and the newsroom: The role of industry in journalism placements and internships in Tasmania

Linda Hunt, University of Tasmania

For several decades now, journalism degrees have been a desired qualification for aspiring journalists. In Australia, all but three of the 29 universities that offer a diploma or degree-level course in journalism have integrated placements and internships into their core curricula; reflecting the importance of these work-integrated learning (WIL) experiences to the media industry, as well as journalism students and educators. But research shows that there can be disconnection between industry professionals and academics and their views on what constitutes ‘a good journalism education’. To what extent this apparent schism is impacting on the experience of interns informs this study. The journalism student, often embarking on their first foray into the working world of media, can become an unwitting pawn in the conflicting worlds of journalism education and newsroom practices. The experience has been further impacted by the changing nature of the workplace in which these internships occur, with many newsrooms experiencing workforce contractions and diminishing resources. Despite the fact that internships are a significant learning tool in university curricula, there is a paucity of research into this form of WIL as it relates to journalism education; particularly with regards to the contribution industry makes towards the internship experience. This thesis adopts a case study approach to explore these issues, drawing on the perspectives of industry practitioners and former students involved in the journalism placements and internships program at the University of Tasmania. Using a mixed methods approach, the project includes interviews and focus groups with these stakeholders, as well as participant observation and textual analysis of relevant WIL materials. The research suggests that, while there is strong agreement on the merits of journalism placements and internships as a key learning opportunity, considerable variation exists between the expectations of industry professionals and students undertaking these WIL experiences. The findings validate the

need for the stronger and more structured involvement of industry in the placement and internship process to assist in closing the gap in stakeholder expectations.

Challenges in teaching media ethics. Testimony of a young university faculty

Izabela Korbiel, University of Vienna

This paper stems from a very personal experience of discriminatory and illegal content spread by a postgraduate student during and outside the class during a course on media ethics taught at the Department of Communication at the University of Vienna in winter semester 2017/ 2018. As an assignment, students in the course had to identify and choose one current ethical issue from the media, develop an in-depth analysis of the case in order to make a final decision whether the case should be an object of a formal complaint, i.e. by a press council, or not, and finalize their analyses with recommendations for each case. The topics ranged from sexist or racist advertisements through one-sided coverage of events to explicit photos of crime victims. Every case was accompanied by a lively discussion in class in order to reach the teacher's aim to create a safe learning environment, where the students have enough space to critically elaborate on ethical problems in the media. During one of the discussions, a student verbally attacked the presenter of the case for promoting homosexuality and accused non-hetero-normative persons for being dangerous to the society. Despite repeated consultations and warnings to stay away from discriminatory statements, the student continued with the practice. At a next stage a fellow student discovered symbols and content forbidden by Austrian law but promoted online by the respective student. Numerous hours of students coaching and personal meetings took place in order to comfort the students and additional support was provided to the teacher by different units at the university. Finally, the University decided to undertake legal measures against the student for promoting Nazism. Students' evaluations played a significant role as they confirmed the

professional response and attitude in not allowing discriminatory content in university context.

The nature of the topic of media ethics and the openness of the students in choosing the topics they based the cases on, might have triggered the behavior or at least uncovered the intentions of this student. The experience discussed in this presentation leads to considerations not only on the course design but also on the responsibility we have as educators, the multiple roles we are taking and risks we are exposed to. The presentation belongs to action research. It is a self-study that requires deep reflection and honesty, which provided the inspiration to assess this incident in a paper.

The author concludes that a. identification of warning signals is a precondition for safe teaching and learning environment; b. a valuable but still underestimated tool, Code of Conduct at the University of Vienna, a binding document for all members of the university that clearly states which behavior cannot be tolerated, could be an example of measures that should be more promoted within the university context; and c. last but not least, young faculties should be encouraged to participate in conflict solving trainings and seek institutional support when needed.

How to have that conversation? journalism training for audience interaction and participation

Fiona Martin, The University of Sydney
Colleen Murrell, Swinburne University of Technology

While journalists might see user interaction as a marginal activity, with little positive payoff, encouraging audience participation is now a key editorial strategy in the social media era. A 2016 World Editor's Forum study notes that 82 percent of the news companies surveyed enabled commenting on news stories – 77 percent on social media - as it increased traffic to their sites and provided 'ideas and input' for further stories. A recent study of U.S journalists also found 60% thought audience interaction on social media was very important to their work, particularly connecting with new contacts and replying to posts about their work

(Cision, 2017). Further in the post truth moment, interacting with readers is a way of building trust in journalism (Blöbaum, 2014) and evidencing transparency (Silverman, 2014). At the same time news users are demanding greater interaction with journalists. A large majority of those who comment on U.S news sites want journalists to clarify factual questions and experts to engage in discussions (Stroud et al. 2017). Meanwhile young people, the emerging audience, are more likely than other age groups to make comments on news about political and social issues (Vromen et al 2016).

These trends suggest there is a demonstrated business rationale and user demand for successfully engaging news consumers in online conversations around journalism. However in light of concerns about trolling and abuse of journalists online, the costs of moderating participation, and reporters' ambivalence about responding to news commenting, it is critical to understand how news publishers are training journalists to talk with their public online.

This paper aims to survey and problematize approaches to audience interaction and participation in journalism education. It addresses three questions: What does the literature say about how journalists have been advised to talk with audiences? Whose interests are foregrounded and in what ways? What do we know about the forms of training journalists are receiving in establishing and maintaining public conversations?

Drawing on Young and Giltrow's (2015) reflections on responsive journalism education, and rhetorical situation analysis, this paper reviews academic research and recent industry reports to analyse how journalists are being educated to encourage news engagement, interaction and participation. The study examined over 120 articles from Communication Source (Ebsco), SCOPUS, JStor, and Proquest Central databases, reports from a variety of industry and non-government bodies and journalism textbooks. It examines trends in how news talk is regarded, whose interests are foregrounded in these accounts, what objectives and expectations are highlighted, and what purposes, places and social or political contexts are emphasised. It also considers what types of rhetorical appeals are recommended to optimise audience interaction. Overall it finds gaps in

journalists' understanding of audience diversity and minority expectations of participation; a need for better understanding of audience's varied social purposes for participation, and increased research into rhetorical and community management strategies for sustaining conversations and heading off aggression.

Mapping Virtue in Walkley Award-Winning Literary Journalism – an exploration of the role of affect in Australian feature writing.

Jennifer Martin, Deakin University

In this presentation I will discuss the findings of my recent PhD research which explores the role of affect in the literary reportage celebrated by Australia's premier journalism prize, the Walkleys. These award-winning articles form part of a rich story-telling archive which provides insight into how journalists construct stories that communicate marginalized voices to a mainstream readership.

This presentation will investigate how journalists employ a range of literary devices and professional media skills to craft award winning narratives that construct and communicate emotions and notions of virtues to an imagined, virtuous community of readers. Through a selection of the 23 articles within my corpus of the magazine-style Walkley Award winning feature articles between 1988 and 2014 I will discuss the importance of emotion and the function of virtue within these narratives.

I will explain how, in order assist my investigation, I have devised a new theoretical framework, the Virtue Paradigm, and a new methodological analysis, the Virtue Map. Drawing upon Aristotle's intellectual virtue of phronesis I examine how these articles encourage readers to reflect, reason and, importantly, engage with the issues constructed within the Walkley Features.

I will argue this corpus of quality journalism contributes towards the nourishing of a modern democracy by performing the important cultural work of helping the Australian community to live well together – both with and through the media.

This presentation will discuss these issues relating to affect in reportage through an analysis of how the journalists successfully transport readers into narratives, which I contend encourages readers to experience a range of emotions. I will investigate the range of writing tools that journalists utilise to facilitate transportation, which include, but are not limited to, scene setting, the choice of narrative voice and dialogue. I will also discuss the particular combination of literary and reporting devices has upon the narratorial presence of readers, a term used to describe where readers imagine themselves to be positioned when reading the story.

I will further argue that it is possible to identify a range of virtues within these Walkley Features, such as responsibility; honesty; courage; resilience and full empathy (which includes the virtues of compassion, kindness and sympathy).

This presentation will explain how I found among the corpus of articles examples that fulfil what I have described as journalism's phronetic function: to educate and inform readers while providing them with an opportunity to transform their views and increase their connection with their civic community.

The Climate Gaze

Lyn McGaurr, University of Tasmania

Libby Lester, University of Tasmania

This presentation introduces the concept of the climate gaze as a new way of examining the interconnectedness of journalism and other discourses in environmental communication. Our theorisation is indebted to John Urry, who for more than 20 years examined how another gaze – the tourist gaze – ordered a particular form of engagement with various cultural objects. The climate gaze is not a subset of the tourist gaze. Indeed, we build our case in part by acknowledging Urry's presumption that post-modern distraction has made tourism increasingly indistinguishable from that which is not tourism. Like Urry, however, we find the study of departures helps us interrogate the normal.

We argue that there already exists a climate gaze authorised by a fractious discourse coalition of journalism, tourism, science and activism. The

contribution of each coalition member is characterised by unstable amalgams of accredited and unaccredited visual discourses and banal glocalisms. Our presentation aims to illustrate this with reference to three ubiquitous objects of the climate gaze: weather; landscape and escape.

New Directions and Challenges for Environmental Journalism: Virtual Reality and Interactive Platforms

Elizabeth Miller, Concordia University, Montreal

Over the last five years journalists and filmmakers have wrestled with the potential, the ethics and the limitations of Virtual Reality as a new form of documentary filmmaking. The form requires new cameras, shooting and editing processes, new viewing infrastructures as well as new ethical considerations. Mandy Rose suggests that a media technology expected to enter the mainstream as a game platform became a hub for non-fiction producers privileging affect over understanding. Many have suggested that by positioning the user as "witness" to a "scene" this platform allows audiences to immerse themselves in place and reach their own conclusions without the mediation of a reporter, guide or narrator. Others have challenged the form arguing that the director has less agency to control the attention of the user to deliver a coherent narrative and that distribution channels are still at a nascent phase. Challenging notions of "an empathy machine" Kate Nash suggests that the form might foster an "improper distance." The potential of the form and the negotiation of these ethical tensions is particularly relevant for environmental journalists and filmmakers for whom place and presence are central to both story and context.

In this presentation I discuss the making of a VR environmental documentary, *SwampScapes*. The documentary offers users an immersive journey to remote regions of the Everglades, one of the most diverse swamps in the world and the site of one of the largest restoration projects in the world. The project travels from the tree tops of urban swamps to the pristine sloughs of the Fakahatchee to encounter passionate protectors of Florida's wetlands. Users accompany Betty, a Miccosukee water activist on

a boat ride through the river of grass and encounter Donna, a raptor biologist as she visits a hawk's nest in her quest to understand extinction. I will use this case study to discuss how we managed the tensions between presence, context and narrative guides and discuss our own experience of the pitfalls and potential of VR environmental filmmaking. Building on this case study, I will also discuss the potential of interactive platforms, for environmental documentaries that incorporate visualizations, interactive maps, videos and soundscapes.

Trust and News Media in Australia: A Qualitative Study

Sacha Molitorisz, University of Technology, Sydney

Globally, public trust in key social institutions – media, government, business and non-government organisations – has been in freefall for decades. In response, it has been suggested that people are starting to trust differently: institutional trust is being replaced by distributed trust, with people increasingly favouring peer-to-peer networks over institutions. Meanwhile, patterns of news consumption are shifting, with more Australians accessing news online than offline, often via social media. This presentation will outline two stages of research conducted by the Centre for Media Transition (CMT) at the University of Technology Sydney into shifting patterns of trust in news media among the Australian public. The first stage of research consists of an annotated bibliography which includes public opinion polls and surveys, peer-reviewed academic literature, and perspectives from the journalistic field. The bibliography reveals that research on trust in journalism in Australia and overseas has been overwhelmingly dominated by quantitative studies. This quantitative work yields significant insights, but also reveals that there is a major role to be played by supplementary qualitative work. This led to the second stage of the CMT's research: in May 2018, the CMT conducted four qualitative workshops with a total of 34 news consumers in Tamworth (in regional New South Wales) and in Sydney. The workshops were conducted using a constructivist approach, in which researchers refrained from imposing language or ideas on participants. Through a combination of written

exercises and open-ended discussion, participants were invited to explore their relationship with news media, with a particular focus on questions of trust. They were, for instance, asked to distinguish the negatives from the positives of their relationship, and to contemplate whether they had ever felt betrayed. In this way, the workshops addressed three overarching questions: 1. How do participants use news media? 2. How do participants trust and relate to news media? And 3. How might participants' trust in news media be rebuilt? More specifically, one key goal was to test the hypothesis that users want news sources that are more peer-to-peer, and less top-down. The results of the workshops were summarised in a report: "Trust and news media in Australia: a qualitative study". This presentation will summarise key findings from that report.

Media literacy – first-aid for factchecking? Or a lifeline for quality journalism?

Jocelyn Nettlefold, adjunct University of Tasmania and Media Education Partnerships, ABC

There is a growing need to understand more about the complexity of today's news and information environments, and how people can be better equipped to avoid misleading, manipulated and fabricated content. The uptake of digital and mobile news consumption in Australia increasing and those who predominantly access news via social media have been shown to be less likely to be news literate than those who rely on traditional media or news websites/ apps for their news. Recent research on the proliferation of misinformation online points to the need for more education of citizens and greater transparency of media practices. There is a need for wider research in the field through collaborative efforts involving a variety of stakeholders, including journalists and media organisations. Along with fact-checking efforts, media literacy is increasingly being promoted as a key way of building trust and credibility in journalists, journalism and the media. However, the concept of media literacy needs to be approached in new ways, at the school level and in the community, raising awareness of the use of computer algorithms to manage and distribute content, the

ability for automated data targeting in driving polarisation, the role of bias and analysis of emotional responses.

Eye on the prize: Negotiating excellence in digital journalism in the shadow of A.I.

Penny O'Donnell, The University of Sydney
Margaret Van Heekeren, The University of Sydney

Studies of journalism in the aftermath of digital disruption have tended to focus on technology, business models and the rise of hyper-commercial forms of journalism — such as click-bait, fake news and automated journalism — to the neglect of digitisation's impact on journalism's core mission to interrogate and inform. To address this gap in the literature, we explored change in the practice of public interest journalism, using a selection of Australian and international journalism awards as a benchmark of excellence. Our pilot study tracked shifts in the notion of award-winning journalism in the European Press Prize (Europe), Pulitzer Prize (United States), SOPA Awards (Asia) and Walkley Awards (Australia), in 2012 (the first year of the European Press Prize) and 2017. Four research questions guided this empirical investigation: Did journalism prizes directly encourage the production of innovative public interest digital journalism in 2012 and/or 2017?; Which news platforms, providers, practices and practitioners attracted journalism awards in 2017 compared to 2012?; What categories and criteria were used to judge award-winning journalism in 2017 compared to 2012?; What awards were specifically available for public interest digital journalism in 2017 compared to 2012 (for example, investigative, public service, major news event or issue, depth in breaking news)?

The findings indicated uneven levels of interest in adjusting prize systems to directly encourage and reward professional journalists producing innovative public interest digital journalism. We argue this ambiguity may reflect not only constraints on newsroom investment in public interest journalism arising from patterns of industry volatility found in the different national and regional contexts, but also, more broadly, ongoing professional uncertainty around the meaning of excellence in digital

journalism. The authors plan to further test this appraisal by extending the pilot research to include a comparative examination of award-winning output in the pre-digital era. By focusing on journalism excellence, and providing a historical anchor to the research findings, the authors aim to extend the debate about journalism in the post-digital era from its current focus on technology, business models and such technology-led developments as click bait and automation to include consideration of time-honoured, fundamental ideas about the informative role of journalism in society.

New directions and challenges for Mindframe within an evolving media landscape.

Elizabeth Paton, Senior Project Officer, Everymind

Australian media and journalism educators have both played a critical role over the past two decades in raising the standards of reporting around mental illness and suicide within the media.

Since 2002, *Mindframe* has provided comprehensive national guidance and training and education on the responsible, accurate and sensitive portrayals of mental illness and suicide through mass communications (news, online and entertainment media). Evaluation has demonstrated that the Australian mass media has improved its coverage since both the media and education sectors were exposed to the principles promoted under *Mindframe*.

This paper will discuss new directions and opportunities for *Mindframe*, including those brought about by the current media landscape.

Despite two decades of *Mindframe* leading behaviour change to report responsibly, there is a lack of successful implementation of media guidelines internationally. The combination of this and global media and streaming organisations setting up in Australia with editorial decisions made in other continents has led to a growth of overseas content posing a new risk to Australian audiences.

The *Mindframe* team has been working in collaboration with the Australian offices of international agencies such as Netflix and the *Daily Mail*, in order to support the media narrative around problematic content and promote the application of evidence-based media guidelines. The *Mindframe* project team is also set to apply the same evidence-based principles and methodologies to a new project - *Mindframe for Alcohol and Other Drugs*, funded by the Australian Governments' Department of Health, managed by *Everymind*.

Mindframe's alcohol and other drugs guidelines aim to positively influence the quality of reporting on drug and alcohol issues in the media in an effort to improve community attitudes towards people living with drug and alcohol issues and increase help-seeking behaviour by people experiencing such problems.

Finally, the newly launched National Communications Charter provides a mechanism to commit to principles of communication and collaboration around mental health and wellbeing, social and emotional wellbeing, mental ill-health and suicide prevention.

Freelancing, Foreign Exchange and Professional Development: Discussing the 'Europe and Australia in the World' exchange programme

Donald Reid, University of Tasmania
Susan Forde, Griffith University
Inger Munk, Danish School of Media and Journalism
Carien Touwen, Hogeschool Utrecht
Bill Dodd, University of Tasmania

In the context of rapidly changing newsrooms and a constriction in entry-level positions for graduates, The Europe and Australia in the World (WORLDREP) programme enables final year students to experience diverse pedagogical and journalistic practices through intensive and applied courses in overseas institutions. However, international exchange programmes must consider the challenges and idiosyncratic hiring criteria that graduates face upon their return home. Accordingly, this panel brings

together educators, scholars and coordinators from three countries and four institutions to discuss this unique programme. To inform the discussion, the panel will reflect on preliminary findings from interviews with former participants. Interviewees reported that the exchange's focus on freelance publication and training fostered a range of applied skills, professional confidence and an extensive publication portfolio. However, they also found that a lack of local newsroom contacts—traditionally provided through newsroom internships—constituted a key hurdle upon their return home. This prompts a discussion about how to compliment exchange programmes with local networking and professional development initiatives, that can ground what they have learnt overseas with local journalistic practices.

Best practices in Australian staff-student collaborative publishing: the survey results

Matthew Ricketson, Deakin University
Jennifer Martin, Deakin University
Lucy Smith, University of Melbourne

Journalism educators working within institutionalized settings are faced with the unrelenting challenge of how to give students work-place experience within the protection of the teaching incubator. Journalism schools around the country have invested in a wide range of collaborative staff/student publications. The number and scope of these ventures in Australian j-schools has grown in the past decade, ranging from staff-supervised news bulletins prepared for community radio stations to group investigative projects housed inside particular subjects, to a “wheel and spokes” model where almost all stories produced by students enrolled in a journalism program are fed to a central publication point.

The aim of this presentation is to take stock of this wide variety of staff-student collaborative publications and to share what those involved consider to be best practice. Each j-school has developed their publication in ways that have suited their particular aims and budgets but all attempt to teach students the discipline of journalism through providing them with

a platform to be read outside of the classroom, hopefully by potential employers. For some it has been quite an organic process, with publications growing out of existing courses and available only to journalism students of a particular level. But for others it was an adjunct, open to all students across the campus or it was seen as a central platform, a showcase for the very best of journalism students' work.

This presentation will draw on the results of an anonymous, 28-question online survey of journalism academics engaged in supervising staff/student publications from around Australia. Through an analysis of the survey results, collected in late 2017, we will explore the challenges and expectations of those involved in these ventures and consider whether media educators are, in terms of training future journalists, preparing the generalist or upskilling the specialist. This presentation will provide a valuable insight into how staff/student publications around Australia are providing opportunities for emerging reporters to move from the margins of j-schools into the media mainstream.

A gendered contradiction: The framing of men in teaching in the New Zealand and Australian press

Donald Reid, The University of Tasmania
Vaughan Cruickshank, The University of Tasmania
Catherine Palmer, The University of Tasmania

The influence of teachers' gender in the achievement of primary and secondary school students has been an ongoing subject of media and academic enquiry since the 1980s across a number of national territories. While scholarly opinion remains divided on the subject, the under-representation of men in teaching is perceived by many media commentators as having negative consequences on students, especially males. In Australia significant media attention has been given to the subject, with calls for state departments of education to implement recruitment programs specifically targeting men into teaching. However, despite this affirmative narrative, many current male teachers report a

sense of wariness of the media and a perception that there is general media and societal hostility towards them.

As a means of investigating this divide in perception, the authors of this project surveyed news stories from Australian and New Zealand publications. These were categorized and examined through several general frames. Employing framing categories inspired by Robert Entman's now famous analysis, the authors examined 233 stories spanning the period January 2015 to March 2018, categorizing them as 'a problem', 'cause diagnosis', 'moral judgement' and 'suggested remedy'. The study found a significant contradiction in the majority of examples where the ostensibly positive news angle is employed in a negatively framed story. The authors argue that this contradiction represents a clashing of competing cultural assumptions of gender, where the ideological valorisation of hetero-normative masculinity meets the assumption of teaching as a feminine profession.

Context is everything: Examining the impact of misinformation and disinformation

Angela Ross, University of Tasmania

This year a study published in *Science* analysed 4.5 million tweets from the social media platform Twitter and determined that false news spreads "farther, faster, deeper and more broadly than the truth" (Vosoughi, Roy and Aral, 2018, p.1150). Such evidence highlights an urgent global need to evaluate how the spread of false news online is affecting the process of democracy. Especially when it is considered alongside revelations that disinformation was used online by Russia in an attempt to interfere in the 2016 United States election and by a private company Cambridge Analytica, to sway popular opinion. The extent to which this disinformation has influenced people's political opinions is still largely unknown. There are claims people are more easily manipulated if they mostly inform themselves using social media where they may have created a filter bubble or echo chamber of information through personalisation filters. In this environment citizens may avoid media content that challenges their world

view and be more likely to believe inaccurate information if it is posted by friends and/or targets their emotions. Yet evidence about the impact of the filter bubble is contested, identifying a need for more research to examine how the political opinions of democratic citizens are influenced by media in the 21st century. Data proving that disinformation is widespread on social media cannot alone be used to examine how false news influences the political beliefs of an individual. It must be considered within the context of an individual's everyday media diet. Do people compare online content with information they've heard on television or radio? There is a dearth of ethnographic research contributing to the effort to discover how citizens are influenced by different media. My oral presentation argues new ethnographic research should involve people from a range of socio-economic backgrounds, particularly those suffering from educational, technological, economic and social disadvantage. One in five Australians have low literacy skills. How does someone with poor digital media literacy skills navigate and understand media in the 21st century and which content do they trust to help them decide who to vote for at the ballot box? The number of democratic citizens avoiding news is steadily increasing yet little is known about how news avoiders use media to inform themselves about political issues (Toff & Nielsen, 2018). My presentation explores unique methodological approaches that may be employed to contribute to an understanding of the impact of problems created by 21st century media and the implications for democracy. The findings from such research could potentially be used to help develop initiatives to minimise the influence of disinformation and attempt to reverse trends of political disengagement plaguing contemporary democracies.

Theatre activism as counter-narrative to media coverage of asylum seekers undermined by government spin in the Howard era

Larry Schwartz, Swinburne University

Much has been published on the way in which media coverage of asylum seekers was influenced by Howard Government attempts to reduce domestic sympathy for people seeking refuge in Australia. But relatively little attention has been paid to the extent to which the performing arts responded to the debate in the early 2000s. This paper presentation examines a case study in theatre activism as a counter-narrative ensuring that marginalised voices entered the mainstream narrative. It does so by focussing on the way in which a group of asylum seekers and their supporters staged a play which fulfilled a role historically expected of the media: informing and providing context. It draws on material including newspaper reports, transcripts and audio-visual recordings of two theatre productions, one of which is the main focus of this study. It uses archival material, semi-structured interviews with asylum seekers, activists and others as well as personal observations as a journalist. It shows how a modestly funded, grassroots production coordinated by an inner Melbourne learning centre at a time when Iraqis, Afghans, Iranians and other Temporary Protection Visa-holders were turned away elsewhere because their visas excluded them from federally funded language classes, was able to succeed where studies suggest journalists often failed. It did so through performances in city, suburbia, country Victoria culminating in Parliament House, Canberra, where they met with senior politicians to alert them to the "human story" studies suggest was missing in much of the coverage. The play known as *Kan Yama Kan*, Arabic for *Once upon a Time*, was inspired by teachings of Augusto Boal, the Brazilian founder of the form known as *Theatre of the Oppressed*, who has explored ways in which and the way in which storytelling onstage can subvert propaganda and act as a "weapon" for change.

Reporting education: How can we do it better?

Kathryn Shine, Curtin University

The reporting of education has grown in recent decades to become one of the top areas of news coverage. In Australia, almost all major metropolitan newspapers have dedicated education reporters, and education is increasingly covered in radio and television news. Much of this news concentrates on K-12 schooling. Such coverage is said to influence government policy and shape public opinion about school systems and schoolteachers. Research has found that schoolteachers perceive the reporting of education to be predominantly, and unfairly negative, and likely to blame teachers for perceived inadequacies in education standards. Some teachers have even named sustained critical news coverage of education as a reason for leaving the profession. While a number of studies have made conclusions about the influence and impact of education coverage, researchers have rarely considered how concerns about the nature of the reporting may be addressed. This paper aims to provide some insights and suggestions, based on interviews with 25 Australian schoolteachers. The study was guided by the following research question: How do Australian teachers perceive news coverage of education? This paper focuses on the main themes to emerge in relation to the teachers' key concerns about education reporting, and their suggestions for changes and improvements.

Codifying work trauma: A matrix to define levels of stress

Sharon Smith, University of South Australia

Kerry Green, University of South Australia

Researchers working on the effects of traumatic experiences for workers who could be described as “first responders” now acknowledge that the effects can be wide and various. The effects can range from anxiety to stress, through depression to full-blown post-traumatic stress disorder. Even the words used to describe the various conditions are being refined by researchers. But the research has struggled to define which kinds of situations can affect which kinds of first responders, and to what extent.

Journalists represent a vastly under-researched cohort among first responders, particularly in Australia, and researchers and industry figures struggle to understand how they might be affected in a variety of news situations.

To help reveal the underlying causes in these situations, researcher Sharon Smith has developed a matrix designed to codify the potential types of assignments journalists can expect to cover during the course of their careers, and to make explicit the level of duress they may experience. The matrix consists of four categories of assignment work, from simple car crashes to catastrophic or highly unusual events a journalist might experience only once in their lifetime. The research builds on the work of earlier work by scholars like Hight & Smyth (2009), Dworznik (2006) and Cote & Simpson (2006). The matrix includes a category for the increasingly common scenario where a journalist may have two roles to play in a catastrophic event: a professional role in which they report on the event, and simultaneously a personal role as the event may also impact their life outside work. An example of this occurs when reporters dedicated to covering a bush fire or flood know their own homes and loved ones may well be at risk – but are unable to do anything to address that.

The matrix, in codifying these situations, allows researchers to address questions relating to strength of stress that could be experienced in a variety of situations and therefore is capable of making plain the levels of associated risk. It assists researchers in identifying and classifying elements like Exposure, Scale and Impact, and in so doing enables industry to understand both the cumulative harm of repetitive assignments and the risk associated with covering major catastrophic news events. This paper presents the matrix and case studies designed to guide researchers in its use.

Investigating whether the Principals' experiences of FLPs in their school align with representation of FLP in the mainstream and social media.

Jeffrey Thomas, University of Tasmania
Donald Reid, University of Tasmania
Vaughan Cruickshank, University of Tasmania
Kitty te Riele, Victoria University

Many schools and programs exist around Australia specifically to support students who have disengaged from education. It is becoming well known that these 'Flexible Learning Programs' (FLP) require a different approach to teaching – and school more generally, if they are to be successful in giving another chance to the often marginalised and disadvantaged children in their care. It is also speculated that these programs need 'a certain type of teacher' if they are to succeed in creating relationships, reengaging students, improving educational outcomes and turning lives around. Yet what does this 'type' of teacher look like? This project aimed to shed some light on this previously unanswered question. A body of scholarly literature is emerging to investigate how perceptions of teachers influence recruitment into the profession and how specific roles within teaching are assigned and performed. We aimed to add to this literature by investigating what kinds of FLPs are currently running in Tasmanian schools, the characteristics of staff in these programs, and whether the aims, staff and students involved in these FLPs are accurately represented in the media. More specifically, we examined whether Principals' experiences of FLP in their schools (kinds of programs, staff, etc.) aligned with representation of FLP in the mainstream media and social media. The media is considered to reflect the dominant perceptions held by society. Determining whether or not these societal perceptions influence the staffing of FLP could be an important component of these programs and their success.

Domestic Violence Coverage in Australian Online News

Katri Uibu, University of the Sunshine Coast

Media have been praised for their efforts to draw the public's attention to domestic violence and criticised for their methods of doing it. Domestic violence or intimate partner abuse is commonly perpetrated by men and occurs between family members and partners when one person tries to control the other. Although studies have been conducted on Australian media's domestic violence representation, scholars argue in-depth research is required into how online media depicts intimate abuse. This is because digital media's speed, commentary feature and user-generated content distribution complicate ethical production of stories that include marginalised voices, such as domestic violence victims. The ANROWS (2016) report on media representation of violence against women – a four-month case study of three major news stories in New South Wales, South Australia and Queensland – outlines a restricted time frame and geographical restrictions as limitations. My research aims to fill the gap in previous studies by investigating online media coverage of intimate abuse through three news websites across Australia over four years. A content analysis of over 2,000 domestic violence articles published on the ABC News, news.com.au and The Sydney Morning Herald sites will identify to what extent Australian online media engage in domestic violence homicide reporting, blame victims for abuse and promote messages about how to leave violent relationships. The results have the potential to inform recommendations for improving the coverage of domestic violence homicides, victims and messages of assistance in online media, where dissemination speed, users' commentary and contributors' articles create barriers different from those associated with print and broadcast media.

University-led media reporting projects make work-integrated learning (WIL) wise practice for journalism education

Faith Valencia-Forrester

Davies et al. (2017) describe the 'teaching hospital' method as being a 'source of experimentation and debate in journalism education circles' (p221). Harrison et al. (2012) detail the deficiencies of "internships" and include "failure to meet objectives of integration of theory and practice" (p 102). Mensing and Ryfe (2013) wrote critically about the hospital teaching method emerging in the US arguing for an "entrepreneurial model of journalism education" saying the hospital model would "slow the response to change" and "reinforced the conviction that content delivery is the primary purpose of journalism" (2013 p 2). This paper will argue university-led media reporting projects, not only provide students with the well-stocked tool-kit of capabilities required by the generalist content maker, but also present unique opportunities for developing specialist literacy and reporting abilities. This research project presents results from a number of authentic capstone university-led WIL projects where students were required to attend intense training and induction sessions for specialist media reporting projects around domestic violence, disability, and mental health and refugees. The majority of journalism students participating reported enhanced student experiences and some experienced significant successful employability outcomes. University-led WIL integrates professional skills development and professional experience with specialist reporting projects positioning the integration of theory and practice at the centre of the learning experience.

Using cross-border projects to enhance journalism skills via a Virtual Student Exchange

Alexandra Wake, RMIT University
Altaf Khan, University of Peshawar
Keith Bowen, Stanford University

How can universities best prepare journalism students for a globalized world where cross-border collaborative journalism is an accepted part of the media landscape? This paper reports upon a unique virtual student exchange between journalism students in Pakistan and Australia, organized by a world leading education consultant at Stanford University. The University of Peshawar is near the historic Khyber Pass, close to the border with Afghanistan, and is one of the most dangerous places for journalists in the world. RMIT University in Melbourne is 7,000 kilometres away, located at bottom of the eastern coast of Australia. After four weeks of joint lectures and class discussions (held via Skype on both campuses), students worked collaboratively in small groups to create joint news stories published in Australia <http://thecityjournal.net/reporting-from-pakistan/> and in Pakistan. <http://www.iprjmc.org.pk/collaborative-storytelling/> This joint teaching and research project was constructed under the theoretical frame of contact theory (Allport, 1954; Maoz, 2000; Pettigrew & Tropp, 2006) and its application in online environments (Amichai-Hamburger & McKenna, 2006), which suggest that journalism students who would otherwise be unlikely to meet face-to-face could learn from each other and build productive relationships through such an exchange. Using student surveys and participant observation from the academic staff, this paper reports on the immediate observed changes in the students. It specifically points to how students learned to work productively and empathetically with overseas partners on their projects, in spite of differing sets of professional practices, and differing systemic incentives, pressures, and constraints.

Findings from a content analysis of obesity in two national newspapers - *China Daily* and *The Australian*

Ying Wang, Edith Cowan University
Trevor Cullen, Edith Cowan University

Obesity is a significant health problem in both China and Australia. But how do the media report this global disease. This research paper examines press representations of obesity in these two countries through an analysis of the types and frequency of articles in two national newspapers - *China Daily* and *The Australian*. The paper also focuses on how obesity was framed in terms of causes, impacts, determinants and solutions. *China Daily* was selected because it is China's largest selling national daily English-language newspaper while *The Australian* is one of Australia's largest daily national newspapers. More than 1000 articles on obesity, were retrieved from Factiva, during the period between January 2013 and December 2017. The content analysis uncovered that over the 5-year period there was a decrease in media reporting of obesity in both newspapers. In *The Australian*, less than one percent of obesity related articles were published on the front page, and only five percent were allocated to editorials. However, in *China Daily*, the opposite happened with less than one per cent dedicated to editorials but five per cent to front-page stories, more than half the articles in *The Australian* were feature stories with forty percent in *China Daily*. In terms of "causes" the most common explanation for obesity was the lack of individual responsibility including poor diet and unhealthy lifestyle. This was closely followed by sociocultural causes such as the lack of effective health education. *China Daily* used a negative tone in news headlines to address the harms and risks of obesity while *The Australian* preferred a positive tone to combat obesity. Generally, obesity was mainly framed as a disease driven by individual behaviours, especially with the lack of parental supervision in childhood obesity, and that individuals should take responsibility for their own physical and psychological health. However, both individual and sociocultural frameworks are necessary to push both governments to find more effective solutions.

Communicating International Humanitarian Law to journalism and communications students

Yvette Zegenhagen, Australian Red Cross

Journalists have a unique and powerful role to play when they report from war zones. As observers and reporters, they bear witness to the horrific consequences of armed conflict and relay this horror to people around the globe. In carrying out their work, correspondents are also among those most at risk of being wounded, kidnapped or killed. However, by understanding the laws of war, they can not only encourage greater safety for themselves on the ground, but also more accurately report on what is happening around them in incredibly complex situations. An understanding of International Humanitarian Law (the laws of war) helps to reinforce the value and importance of these rules, while also playing a role in ending impunity for those that violate them. We know students who will later pursue careers that take them to conflict zones (be it lawyers, doctors, aid workers or journalists) are better able to protect themselves and others if they are exposed to these important principles and rules while still at university. This presentation will discuss why the laws of war should be included in journalism courses and how this could be done.

Mediatization of Conflict: A Case Study of Sino-Indian Border Crisis in 2017

Shixin Zhang, University of Nottingham

The media have become integral to the planning and conduct of war (Horten, 2011) and this project addresses mediatization of conflict using a case study of the Sino-India border crisis in 2017 by applying the concept of mediatization and actor-network theory to an analysis of news coverage and users' comments on social media in China.

Mediatization captures something of the more complex, active and performative ways that the media are involved in conflicts today (Cottle, 2006:9). Hoskins & O'Loughlin (2015) take 'mediatization' as the process by which warfare is increasingly embedded in and penetrated by media and

claim that the world is currently in the third phase of mediatization – Arrested War – meaning the professional media have arrested the social media dynamics and effectively harnessed them for their own ends. However, the concepts and theory that are used to explain relations and interdependencies in the period of Arrested War remain uncertain and mediatized conflicts as a research field is still at an early stage, awaiting theoretical and conceptual development (Mortensen, et al, 2015). This study uses the recent Sino-India border crisis as a case to re-examine the paradigm of Arrested War from China’s perspective to contribute to developing the concept of mediatization of conflict by providing up-to-date empirical evidence through a non-Western lens. This project will analyze the news coverage and users’ comments on social media – Weibo - in China during the Sino-India border crisis in 2017. It will discuss how the professional media and other actors have used social media for their own ends. The study examines media coverage and social media in the context of history, media system, journalism culture, foreign policy and geopolitical factors. In addition, Chinese journalists and China-based foreign correspondents’ perceptions towards practices and changes in conflict reporting as well as their use of social media will be revealed and discussed. The main questions to be addressed.

Program

Monday 3 December	
8am	Registration opens. Main Foyer, Arts School, Hunter Street
9am	Welcome Dechaineux Theatre, Arts School, Hunter Street Welcome to Country JERAA President's welcome & Anne Dunn Award presentation Welcome to the University of Tasmania
9.30am	Dechaineux Theatre - Keynote: Silvio Waisbord, George Washington University. "The progressive promise and the ugly reality of news beyond journalism"

10.30am	Morning Tea			
11am -12.30pm	Parallel session 1			
	Health	Emerging platforms & practices	News practices	Journalism Education
Room	Seminar Room 108	Seminar Room 123A	Dechaineux Theatre	123C
Chair/s	Sue Green	Fiona Martin	Janet Fulton	Kerrie Foxwell-Norton
	Catriona Bonfiglioli. Neglected voices in health and science news: Is journalism the problem? Can citizen health and science journalism strengthen voices in the margins?	Penny O'Donnell and Margaret Van Heekeren. Eye on the prize: Negotiating excellence in digital journalism in the shadow of A.I.	Glynn Greensmith. Interviewing Journalists - the purpose and place, and the lessons from interviewing the people who covered iconic events	Jocelyn Nettlefold: Media literacy – first-aid for factchecking? Or a lifeline for quality journalism
	Ying Wang & Trevor Cullen: Findings from a content analysis of obesity in two national newspapers - China Daily and The Australian	Andrew Dodd: Droning on: How we incorporated drone flying in the journalism curriculum.	Caroline Fisher, Sora Park and Jee Lee: Who writes a press release? Changing audience perceptions of journalists as promoters, not just reporters	Yvette Zegenhagen: Communicating International Humanitarian Law to journalism and communications students
	Katri Uibu. Domestic Violence Coverage in Australian Online News	Rahmatul Furqan. How raw footage influences crisis reporting in the mainstream media	Kathryn Shine: Reporting education: How can we do it better?	Sacha Molitorisz. Trust and News Media in Australia: A Qualitative Study
12.30pm	Lunch			

1.30pm-3.00pm	Parallel session 2			
	Journalism education	Panel 2: Advancing the safety of women journalists	Local media	Workshop Planning and managing your research career
Room	Seminar Room 108	Dechaineux Theatre	Seminar Room 123A	Seminar Room 123C
Chair/s	Trevor Cullen	Fiona Martin	Andrew Dodd	Susan Forde & Mia Lindgren
	Izabela Korbiel. Challenges in teaching media ethics. Testimony of a young university faculty	Increasingly women journalists face not only the everyday risks of reporting and gender discrimination in the workplace, but intensified forms of public harassment, violent, sexualised attacks online, stalking, and organised campaigns design to humiliate, discredit and silence them. This panel explores three gender sensitive approaches to documenting gendered violence against women reporters, and improving their safety on the job and in the workplace – approaches that move beyond self-protection to advocacy and action.	Kathryn Bowd. Shifting the balance: navigating relationships between local journalists and communities in the age of social media	This workshop looks at career development for journalism and other media/communication researchers, publishing opportunities, grant-competitive track records and general management of the balanced teaching/research/service profile for modern journalism academics. (Break for afternoon tea & return)
	Trevor Cullen. The transition from university to professional life – implications for journalism graduates and educators		Bridget Backhaus. Re-defining community radio news and journalism	
	Sue Green. It's Not about You: Teaching objective reporting to first year journalism students		Janet Fulton, Paul Scott and Felicity Biggins. Not just for the marker: a platform for developing confidence and resilience in regional Australian journalism students	
3.30pm	Afternoon Tea sponsored by Mindframe			
4pm-5pm	Panel 1: Kayt Davies & Andrew Dodd discuss the progress of The Junction, Dechaineux Theatre			
5.30pm - 6.30pm	Media School Drinks, Media School, Salamanca Place			

Tuesday 4 December	
8.30am	Registration desk opens.
9.30am	Dechaineux Theatre - Keynote: Stuart Allan, Cardiff University In conversation with JERAA members, hosted by Matthew Ricketson.
10.30am	Morning Tea
11am	Dechaineux Theatre - Guest: Carol Altmann, Online magazine editor: "News with bite: the tale of The Terrier" "Using digital spaces for local news"
11.30am - 12.30pm	Dechaineux Theatre - Panel 3: Environmental Journalism: Awarding winning journalists Jo Chandler, Matthew Denholm and Adam Morton in conversation.

12.30pm - 1.30pm	Lunch				
	Parallel session 3				
1.30pm – 3pm	Panel 4: Europe in the World	Framing people & places	Journalism education	Panel 5: Journalistic interviewing & research ethics	Examining news practices
Room	Seminar Room 108	Seminar Room 123A	Seminar Room 123C	Dechaineux Theatre	Seminar Room 235 (upstairs)
Chair/s	Donald Reid	Geoff Heriot	Caroline Fisher	Margaret Simons & Colleen Murrell	Linda Hunt
	Freelancing, Foreign Exchange and Professional Development: Discussing the 'Europe and Australia in the World' exchange programme	Larry Schwartz. Theatre activism as counter-narrative to media coverage of asylum seekers undermined by government spin in the Howard era	Janet Fulton. Media entrepreneurship: informally preparing students for work	This panel will discuss these issues in the context of a recent landmark decision by the Monash University Human Research Ethics Committee to grant a broad ranging clearance for a senior journalist and journalism academic to interview “public figures” without the need for project specific approvals, plain language statements or consent forms. Copies of this ethics clearance will be distributed at the session.	Faith Valencia-Forrester. University-led media reporting projects make work-integrated learning (WIL) wise practice for journalism education
		Margaret Cassidy. Mixed messages: Exploring content analysis approaches to studying Australian visual imagery of the South Pacific & South Pacific immigrants in Australian print media	Matthew Ricketson, Jennifer Martin and Lucy Smy. Best practices in Australian staff-student collaborative publishing: the survey results.		Meghan Hopper: The First: How the Australian media frames identity in women in politics who are critical actors
		Elizabeth Paton: New directions and challenges for Mindframe within an evolving media landscape.	Linda Hunt. Between the classroom and the newsroom: The role of industry in journalism placements and internships in Tasmania.		Angela Ross. Context is everything: Examining the impact of misinformation and disinformation

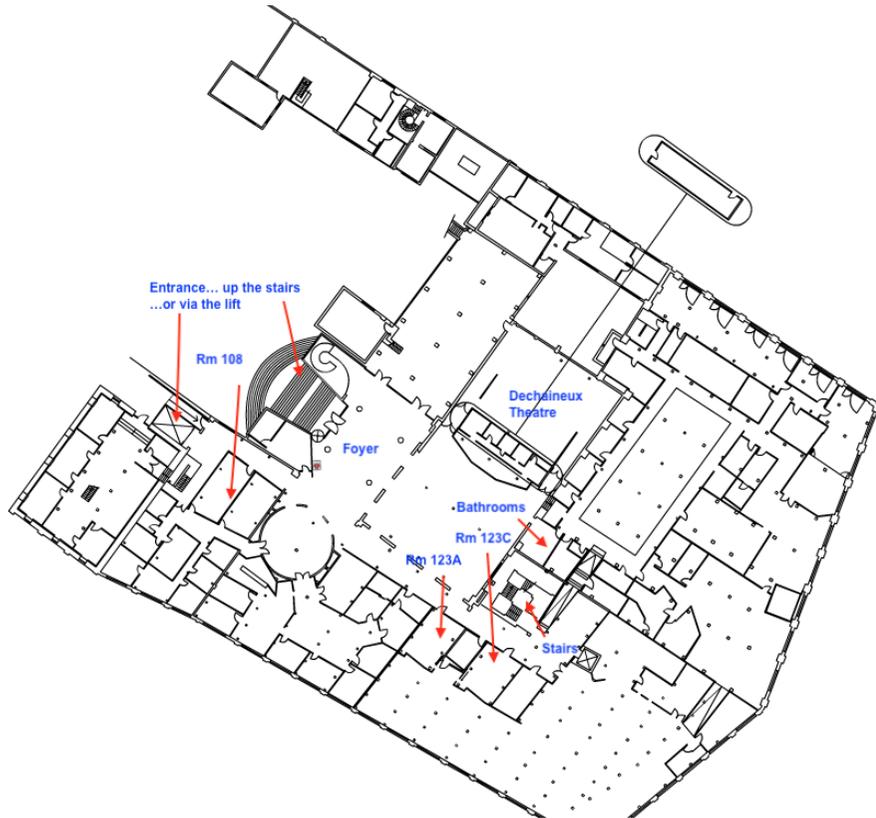
3.30pm	Afternoon Tea			
4pm-5.30pm	Parallel session 4			
	Environment	Gender	Changing news practices	Foreign correspondents
Room	Seminar Room 123C	Dechaineux Theatre	Seminar Room 123A	Seminar Room 108
Chair/s	Cath Hughes	Larry Schwartz	Janet Fulton	Faith Valencia-Forrester
	Lyn McGaurr and Libby Lester. The Climate Gaze.	Heather Anderson, Susan Luckman, Ruth Rentschler and Ruchi Sinha. You've got the job! Unpacking gendered employment practices in Australian news media.	Caroline Fisher. From dependence to optional: the impact of digital disruption on the traditional journalist-source relationship	Chrisanthi Giotis. The effect of affect. Why foreign correspondents need to pay attention to the physical spaces they are occupying, both at home and abroad.
	Cynthia Nixon: Adani Carmichael coal mine: in court and media	Jan Earthstar and Margaret Simons: Towards better practice reporting on violence against women.	Stephanie Brookes. Fact-checking, election campaign coverage and political journalism after 2016: Lessons from Australian-US comparative research	Geoff Heriot. Speaking 'for' Australia and bargaining to be heard
	Kerrie Foxwell-Norton, Claire Konkes & Audrey Courty. Micro Blog, Macro Bleach: Science, Communication and the Great Barrier Reef	Cynthia Carter. "Yes, I'm a nine-year-old girl. But I'm a reporter, first. I report the news": Journalism, girls and power.	Erin Hawley: Adaptation and the mainstreaming of children's news	Sharon Smith and Kerry Green. Codifying work trauma: A matrix to define levels of stress
Dinner at Tasmanian Museum and Art Gallery (TMAG) 6.30pm drinks for 7.30pm dinner				

Wednesday 5 December				
8.30am	Registration desk opens			
9.30am	Dechaineux Theatre - Guest: Alan Sunderland, Editorial Director, ABC "How do we get the public to trust us?" Followed by a conversation with Matthew Ricketson with time for questions			
10.30am	Morning Tea			
11am-12.30pm	Parallel session 5			
	News practices	Reporting Asia & the Pacific	Education	Journalism Practice
Room	Seminar Room 123C	Seminar Room 123A	Dechaineux Theatre	Room 108
Chair/s	Libby Lester	Peter English	Alex Wake	Erin Hawley
	Kate Darian-Smith and Jackie Dickenson. Australian Universities and the professionalisation of journalism between the wars	Peter English and Richard Murray. North Korea's return to the field of international sport	Alexandra Wake, Altaf Khan and Keith Bowen. Using cross-border projects to enhance journalism skills via a Virtual Student Exchange	Kayt Davies. Six easy pieces: How to put some data journalism into your courses.
	Jennifer Martin. Mapping Virtue in Walkley Award-Winning Literary Journalism – an exploration of the role of affect in Australian feature writing	Shixin Zhang. Mediatization of Conflict – A Case Study of Sino-Indian Border Crisis in 2017	Fiona Martin and Colleen Murrell. How to have that conversation? Journalism training for audience interaction and participation	Geoff Heriot. Speaking 'for' Australia and bargaining to be heard

		Donald Reid, Vaughan Cruickshank and Catherine Palmer: The framing of men in teaching in the New Zealand and Australian press	Jeffrey Thomas, Donald Reid, Vaughan Cruickshank and Kitty te Riele: Investigating whether the Principals' experiences of 'Flexible Learning Programs' in their school align with representation of FLP in the mainstream and social media.	Bill Dodd: Solutions journalism and the politically awkward question of leadership
12.30pm	New Beats final report launch, Dechaineux Theatre			
1pm - 2pm	JERAA executive meeting, Dechaineux Theatre			
1pm - 2pm	Lunch			
2pm	Conference close, Dechaineux Theatre			

The Venue

The School of Creative Arts, Hunter Street, Hobart
Enter from Hunter Street through a walkway to the steps.
A lift is to your right.



Upstairs for Room 235

Welcome to Hobart, Tasmania

