

## 2018 Conference programme, Thursday-Friday, December 13-14

**Host: Whitireia Journalism**

**Venue: Te Auaha New Zealand Institute of Creativity**

**65 Dixon St, Te Aro, Wellington**

### **Creative tension - diverse form and function of the art and craft of journalism**

Data speeds and affordability are opening up new ways of telling stories and reaching audiences for journalism schools and their graduates. They are also putting storytelling choices in the hands of diverse communities and cultures. How is journalism education managing the competing demands of these multiplying forms and functions? At the same time fewer people are considering journalism education, and the number of training options is shrinking. How are the tensions being managed between expectations of industry, the expanding creative possibilities for the craft, and fewer options for exploring it?

#### **Thursday**

8.00 am – 8.45 am Registrations, Welcoming

9.00 am – 9.15 am Official opening  
Mihi Whakatau (greeting) Taku Parai, Ngati Toa and Te Auaha kaumatua  
Victoria Spackman, Director, Te Auaha NZ Institute of Creativity  
Kris Faafoi, Minister for Broadcasting

#### **Morning session: Disrupted Journalism, Disrupted Journalism Education**

**Sponsored by Wellington City Council**

9.15 am – 10.00 am Bernie Whelan (Jeanz president, introduction).  
Melissa Clark-Reynolds (Keynote speaker and facilitator).  
Panel discussion: Paul Thompson RNZ; Mark Stevens Stuff; Katrina Bennett NZME; Bernard Hickey Newsroom; Adam Ray Newshub; Talisa Kupenga Māori TV.

#### **10 am – 10.20 am Morning tea**

10.20 am to 11.20am Disruption morning session continues  
Yusuf Omar, Mobile Journalism Educator: *Hashtagourstories*, via Facebook Live  
Disruption panel discussion continues

#### **11.20 am – 11.35 am Break**

#### **Presentations – Disruption and effects of journalism disruption**

11.40 – 12.20 Danni Mulrennan, AUT University: *TV & UGC*.  
Tai Neilson, Macquarie University: *Hiring social media editors*.

**12.30 pm to 1.30 pm Lunch**

**Afternoon session: Diverse voices**

1.30 pm to 2.15 pm Dr Nasya Bahfen, La Trobe University: (Keynote speaker):  
*1950s vibe, 21<sup>st</sup> century audience.*  
Dr Steve Elers, Dr Phoebe Elers, Massey University: *Being Tiriti-led.*

**2.15 pm to 2.45pm Afternoon tea**

2.50 pm to 3.50 pm Diverse voices panel discussion  
Facilitated by: Tara Ross, Canterbury University.  
Nasya Bahfen; Steve Elers; Jen Margaret, Tiriti Educators Network;  
Moera Tuilaepa, RNZ Pacific team leader.

**3.50pm – 4pm Break**

4.00 pm – 4.40 pm Presentations: If it bleeds it leads – dealing with death  
Catherine Strong, Massey University: *Media and mass shootings.*  
Fran Tyler, Massey University: *Murder headlines and celebrities.*

4.40 pm Tour of Te Auaha New Zealand Institute of Creativity

6.00 pm Dinner, Loretta Restaurant, Cuba Street.

**FRIDAY:**

**Teaching presentations (includes 30 minutes for morning tea)**

9.00 am - noon (Note: These sessions are set up for discussion and feedback)  
Mary Major, NZ Media Council  
Karen Neil, Ara Institute of Canterbury: *Professional skills.*  
Daniel Neilsen, Ara Institute of Canterbury: *Running a student newsroom.*  
Akhteruz Zaman, Massey University, Jahnnabi Das, University of  
Technology Sydney: *Enterprise Journalism in Migration News.*  
Bernie Whelan, Whitireia Polytechnic: *To Noho, or not – reflections from  
the marae*

Noon – 12.30pm Lunch

12.30pm - 3 pm Journalism Education Association of NZ AGM

## 2018 JEANZ Conference abstracts

### **TV journalists and UGC**

#### **Danni Mulrennan, AUT University**

Television journalists are increasingly including social media video – also known as user-generated content (UGC) - in the production of a television news story. This research project aims to shine an academic light on a shift in journalistic norms as television news organisations find new ways to meet the challenges imposed by this shift in professional practice. The theoretical framework comes from a critical discourse analysis (CDA) perspective which interprets the meanings of texts and the impact these have on social structures. Other theories are likely to include boundary work theory in the field of journalism studies, theories in the field of science, technology and society such as the social construction of technology, and theories in media studies or sociology such as political economy theory. While this research project addresses a gap in knowledge of television journalists' practices in response to UGC video, there is also the potential to advance theory development on the analysis of moving images beyond semiotics.

### **Now Hiring Social Media Editors: An Analysis of Newsroom Job Advertisements**

#### **Dr Tai Neilson, Macquarie University**

Many news organizations have created a new position within the newsroom, the social media editor (SME). SMEs can take on a wide variety of titles (including community manager, digital editor, engagement editors, and so on), but they share a common role. Specifically, SMEs are tasked with "acting as an intermediary between audience data and the newsroom" (Ferrir-Conill and Tandoc, 2018). In this way, they mediate between journalism and marketing departments (Assmann and Diakopoulos, 2017). Typically, their job includes repackaging news stories for distribution on social media, tracking social media engagement with these stories, responding to and moderating reader comments on social media, training fellow reporters on how to package stories and interact with users for maximum engagement, and briefing newsroom leadership on the latest social media engagement metrics regarding the reach and impact of editorial output (Wasike, 2010). In this sense, SMEs work at the nexus between news consumers, journalists in the newsroom, and marketing departments within the organization. The ambiguous position and role of SMEs and their increasing profile in the newsroom raise a series of important questions for journalism scholars and educators, such as: what formal qualifications, skills, and types of experience do employers value in candidates for SME positions? And, what impacts might these positions have on the organisation of newsrooms and journalistic practice? In this paper I will present the preliminary findings from a content analysis of job listings for SME positions.

### **1950s vibe, 21st century audience: diversity reporting efforts and challenges for journalism educators in Australia**

#### **Dr Nasya Bahfen, La Trobe University**

Many journalism educators in Australia believe that future journalists emerge from university ill-equipped to deal with reporting stories that reflect the diversity of their communities (Hernandez, 1995; Lawrence, 2010). Contemporary Australia is a multicultural society that is home to migrants from 200 different countries (ABS, 2009). The ethnic

composition of the Australian population, coupled with the pursuit of a multicultural society at the official level (Ho, 1990), defines the nature of the audience for Australia's media – this is an audience that is ethnically, culturally and religiously diverse. Yet the content and coverage of the mainstream media do not reflect that diversity, with few guidelines existing for journalism professionals and little evidence of major changes in the way newsrooms cover a multicultural society. Journalism educators face challenges when teaching their students how to adequately cover the diversity of their communities, stemming from either resistance at an institutional level or a lack of structured approaches and guidelines (Nicholson, 2003). In this paper I analyse attempts by journalism educators in Australia to incorporate the teaching of diversity reporting in their curriculum and suggest the ways in which these efforts can be strengthened and consolidated.

### **Being 'Tiriti-led': What does it mean for journalism education?**

#### **Dr Steve Elers, Dr Phoebe Elers, Massey University**

Recent news media coverage of a cancelled speaking event by Don Brash at Massey University drew attention to the university's 'Tiriti-led' strategy. The spotlight was projected on Massey University and its strategy document after news media reported on the link between Massey University's Tiriti-led strategy and the cancellation of Don Brash's speaking engagement. Much of the information relied on email conversations between the university's vice-chancellor and staff about the university as a Tiriti-led institution. Those email conversations were released to the right-wing blogger, David Farrar, under the Official Information Act. In an interview with Stuff, Don Brash stated: "I have no idea what a Tiriti-led university is but if it means any criticism of the views of Māori is not to be tolerated, then of course that would be an appalling situation" (Parahi, 2018, para. 6). This misunderstanding of what it means to be Tiriti-led could have been compounded by the absence of literature about it. To contribute to this gap in the scholarship, we conducted interviews with Māori leaders and experts in Te Tiriti o Waitangi to gain insights into what it means to be 'Tiriti-led'. Our presentation will report on the qualitative findings thus far from our ongoing research project. As communication educators we will also share how our participants envisage a Tiriti-led communication programme, including journalism, and how it should be delivered.

### **Media and mass shootings: odd bed fellows**

#### **Dr Catherine Strong, Massey University**

Journalist students should learn how to cover mass shootings, even if the mass shootings are in a different country 8000 kilometres away. This research explores if New Zealand media may be adding to the problem. Psychologists have long begged the media to tread carefully when covering mass shootings. Their contagion effect theory posits that many mass shooters aim for high-publicity suicide, and they are copy-cattling previous high-media shootings; thereby posthumous media publicity encourages others to plan similar mass shooting rampages. Psychologists want the media to highlight the photo of the victims, not the shooter, and to avoid using the shooter's name in the headlines. With more than 350 mass shootings a year in the United States, it is worth trying to limit the deaths, but are the media heeding this call? A recent mass shooting at a video game pub in Florida got global coverage, and this research showed some media earned high marks while others got failing marks in how they covered it responsibly. The research analysed 579 media headlines and

photo selections, including 469 hard-copy USA newspapers, 18 hard copy Oceania newspapers and 92 online news sites.

### **Do headlines create murder celebrities?**

**Fran Tyler, Massey University**

Historical media often described the brutal murders they were covering with headlines that used the words horror, sensation or tragedy to describe the case. This research into reported cases of murder in New Zealand between 1870 and 1930 explores whether those defining words may have contributed to how long the cases were retained in the public eye. Arguably, the celebrity of some murders may be influenced as much by the media's framing of their crimes as by the gory details of the cases themselves. While the journalists who wrote about these cases of multiple child killings more than 80 years ago are unlikely to have understood the impact of their choice of frames, this study enquires into the longer term repercussions of linguistic and framing variants.

### **The professional skills required by broadcast journalism graduates entering an evolving industry**

**Karen Neil, Ara Institute of Canterbury**

The broadcasting industry is evolving rapidly. Newsrooms, radio stations and television channels have merged under new entities and added digital as a brand. The way that news is being disseminated by these organisations and is being consumed by audiences has led to the creation of new jobs, requiring the updating of skills for a workforce still traversing traditional (over-the-air) broadcasting platforms as well as newer online ones.

With content creation and dissemination now an important part of most media jobs, the emphasis has been on the technical skills needed to navigate the digital landscape. This includes the use of social media to engage audiences by promoting, streaming and generating content and supporting and encouraging interactivity. The challenges posed by social media can be likened to a traditional broadcaster's live stream, unable to be recalled without someone noticing. However, on social media an error of professional judgement potentially has greater reach than on traditional media due to its viral nature. This has highlighted the need for greater emphasis on professionalism for those entering the industry.

Professional skills are the personal or behavioural attributes that can make a person a valuable or desirable employee - hugely important to the competitive broadcast media industry, as well as for media educators that thrive on the success of their graduates. But while technical skills research exists for the media industry e.g. core competencies for journalists, field-specific soft skills research is lacking despite its growing importance. A premiere, national provider of broadcast journalism training assesses behavioural standards as a core part of its programme and is working with industry to review expectations of and what constitutes a professional skillset for journalists entering today's fast-evolving media environment. A summary of the review will be presented.

### **How to run a newsroom for journalism students**

**Daniel Neilsen, Ara Institute of Canterbury**

Today's newsrooms are complex beasts as digital media transform the production and distribution of news content. Traditional broadcast journalism skills remain in demand, but

converged newsrooms dictate a range of proficiency from journalism graduates in relation to digital tools and channels.

Catering for this through a journalism course that has traditionally focused on radio and television news is a challenge. The five-week newsroom module was once purely a radio broadcast operation. Students gathered and reported news for hourly radio bulletins, and took turns as newsreader, sub-editor and chief reporter.

In recent years, a news brand has been established. Students publish stories on the brand's website and distribute them on a range of social media platforms. The newsroom has become converged, digitalised and multi-platform, mirroring industry practice. This has brought about new roles, organisational structures, style guides and assessment redesign. The introduction of a news brand and digital channels has brought audience analytics into the newsroom. Students now track, analyse and discuss the performance of their stories. This has generated innovation around storytelling and audience engagement. The aim is to cultivate that innovation and to recognise it through assessment.

### **Enterprise Journalism in Migration News: A Six-country Comparison of Source Power Dr Akhteruz Zaman, Massey University, Dr Jahnnabi Das, University of Technology Sydney**

The increasingly significant issue of international migration has eluded adequate attention from media scholars, who focus mainly on the migrants' destination countries and leave origin countries underexplored. To obtain a rounded and global understanding of migration news and enhance cross-fertilisation of migration and media studies, we examine news sources from origin and destination countries in South Asia and the Pacific (Australia/New Zealand). We identify the issue of decision making in both international migration and news production processes as a potential intersection between them and relate this decision making to the exercise of power in society. Utilizing the notion of "enterprise journalism" (Hansen 1991) as a tool for measuring relative abilities of various sources to shape the news, we count different sources of migration news in six English-language newspapers from six selected countries. As well, we examine the sources of enterprisingly collected content in the news. Our data support the findings of many previous studies because they demonstrate that officials and political elite sources dominate the selected countries' migration news. While migrants and their supporters remain marginal as sources, journalists are able to enhance the position of migrant sources particularly in the enterprise content. This finding indicates a contingent nature of various sources' definitional power in migration news.

### **To Noho or not – reflections from the marae**

#### **Berni Whelan, Whitireia Community Polytechnic, AUT University PhD Candidate**

Tertiary education institutions in Aotearoa New Zealand typically have policy documents which set out their relationship with Māori as tangata whenua, and locally as mana whenua. Some are going even further. For example, University of Canterbury has established bicultural competence and confidence as one of four attributes in the institution's graduate profile (UC, 2014), and Massey University is investing significant time and energy into exploring what it is to be Tiriti-led (MUNZ, 2017). How that relationship may occur tangibly at faculty, school, discipline, programme and course level will likely be managed differently

at each institution, and even down to faculty and school level. One of the ways in which journalism schools over the years have introduced students to the Māori worldview, te ao Māori, is through a noho marae, which literally translates to mean staying on a marae overnight. My PhD research into the bicultural consciousness of journalism education in Aotearoa suggests fewer schools are using the practice for a range of reasons. This teaching presentation reflects briefly on the reasons. I then illustrate how three Whitireia Polytechnic programmes and their students go about the experience, how noho are embedded in the curriculum, and in particular how assessments are integrated. Most attention will be devoted to the journalism noho marae in Wellington, and the broadcasting and journalism noho marae in Auckland. The presentation argues for the benefits of noho marae as a cross-cultural teaching tool which can achieve two outcomes – put critical pedagogy (Freire, 1970) to work for transformational learning, and provide informational learning for journalism practice.