Transforming the journalism curriculum

Jonny Greatrex
Programme Director
Multimedia Journalism
Who
What
When
Where
Why
How
But not in that order...
Who?

2008 - Trainee reporter, Birmingham Post and Mail

2010 - Multimedia journalist, BPM Media

2013 - Multimedia editor, BPM Media

2014 - Digital development editor, Birmingham Mail

Sept 2015 - Senior lecturer in journalism, CCCU

Jan 2016 - Programme director Multimedia journalism, CCCU
What?

BA Multimedia Journalism

Single honours / 25 students per level

Highly practical programme

Professionally accredited by the Broadcast Journalism Training Council

Accreditation requirements

Designed in mid-2000s
Journalism industry developing rapidly

Some skills become obsolete - Page design / compulsory shorthand

Others become vital - social media monitoring / mobile journalism / audience analytics

From traditional content published somewhere new to new conventions changing traditional media
Pedagogy

PGCAP

Threshold concepts (Meyer & Land, 2003)
- News writing
- Story finding

Constructive alignment (Biggs, 2003)
- Programme level alignment weak
**Student feedback**

Programme lacked coherence
- Four mini-programmes running parallel

Media law modules
- “dry and boring”

Optional modules from other programmes lacked relevance
# MMJ September 2015

## Year 1
- **Radio**
- **TV**
- **Print**
- **Online**
- **Media Law**
- **Option**

## Year 2
- **Radio**
- **TV**
- **Print**
- **Online**
- **Media Law**
- **Option**

## Year 3
- **Multimedia Project (Online)**
- **Specialist Project (TV, radio, print)**
- **Newsdays (15 full days)**
- **Dissertation**
- **Professional Perspectives**
- **Option**
Multimedia Journalism course structure 2015

Level 4
- TV Journalism
- Radio Journalism
- Newspaper Journalism
- Online Journalism
- Law
- Optional module

Level 5
- TV Journalism
- Radio Journalism
- Newspaper Journalism
- Online Journalism
- Law
- Optional module

Level 6
- Newsdays
- Multimedia Project
- Specialist Project
- Dissertation
- Professional Perspectives
- Optional module
<table>
<thead>
<tr>
<th>How?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three new modules at level 4</td>
<td>Level 4 modules focussed around threshold concepts \  Foundation for achievement \  Provides space to induct students into Higher Education and journalism profession</td>
</tr>
<tr>
<td>- Journalism: Writing</td>
<td></td>
</tr>
<tr>
<td>- Journalism: Story Finding</td>
<td></td>
</tr>
<tr>
<td>- Introduction to Journalism</td>
<td></td>
</tr>
<tr>
<td>New 40 credit two semester level 5 module ‘Multimedia Journalism’</td>
<td>Removes obsolete skills \  Provides space to introduce new skills \  Consistency for students</td>
</tr>
<tr>
<td>‘replaces print and online modules</td>
<td></td>
</tr>
<tr>
<td>Expanded level 6 newsday module to 40 credits</td>
<td>Reflects amount of time students are required to invest in the module</td>
</tr>
<tr>
<td>Piloted Flipped Classroom approach in Media Law</td>
<td>High impact pedagogy \  Provides more time in session for active learning</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>Introduction to Journalism</td>
<td>Radio (Flipped)</td>
</tr>
<tr>
<td>Journalism: Writing</td>
<td>Media Law</td>
</tr>
<tr>
<td>Radio Journalism</td>
<td>Multimedia Journalism (40 credit, all year)</td>
</tr>
<tr>
<td>Journalism: Story Finding</td>
<td>TV</td>
</tr>
<tr>
<td>(Part Flipped)</td>
<td>Option</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td>Multimedia Project</td>
<td>Multimedia Project</td>
</tr>
<tr>
<td>Specialist Project</td>
<td>Specialist Project</td>
</tr>
<tr>
<td>Newsdays (40 credit, all year)</td>
<td>Newsdays (40 credit, all year)</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Professional Perspectives</td>
<td>Professional Perspectives</td>
</tr>
</tbody>
</table>
Transformation is draining, tedious and dull

Did we rush this?

Will it work?

What would we change?

It’s a pretty good first attempt
<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td>Journalism - 360 credits</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>