

## JOURNALISTIC MULTIMEDIA COMMUNICATION

Adapted from the [AAC&U VALUE Rubrics](#) and acknowledged with thanks. See [Assuring Graduate Capabilities](#)

**Definition: Multimedia communication** is the development and expression of ideas through the creative combination of text; still and moving images; and audio, individually or in combination. Multimedia communication involves learning to work in many genres and styles. It can involve working with many different technologies, and mixing texts, data, sound and images. Multimedia communication abilities develop through iterative experiences across the curriculum. Contemporary journalism is a multimedia form and all journalistic communication must be considered in a multimedia context. In a journalism multimedia communication is always a collaborative process that demands a skillful negotiation between an editor, a journalist, technical producers and sources. Because «communication» is both the essential journalistic tool of trade and one of the essential «problems» to be solved this communication rubric must be seen as integrally related to rubrics about both collaboration and problem solving. The peak body of USA writing administrators recently identify eight “habits of mind” that predict success for post-secondary writing: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. The AQF speaks of graduates of a Bachelor degree having communication skills that enable them to ‘analyse, generate and transmit solutions to unpredictable and sometimes complex problems’. These qualities and habits of mind are essential in professional journalism practice and must be developed at the intersection of communication, problem solving and collaborative competencies.

	<b>Expert</b>	<b>Proficient</b>	<b>Competent</b>	<b>Novice</b>	<b>Beginner</b>
	Graduates as <b>experienced professionals</b> can	Graduates as <b>new professionals</b> can	Graduates of this <b>course</b> can:	Students in the <b>middle stages</b> can	Students in the early stages can:
<b>Context and purpose</b>	Engage with a range of communities, audiences and cultures in a developing practice of journalism as a conversation and contribute in significant ways to the shape of the national public conversation.	Engage with a range of communities, audiences and cultures in a developing practice of journalism as a conversation and begin to contribute to and shape local public conversations.	Engage with a range of communities, audiences and cultures in a developing practice of journalism as a conversation. Identify a range of ways to negotiate the complex legal and ethical constraints of journalistic communication. Identify and engage with the many local and global networks shaping effective journalistic communication.	Identify a broad range of ethical imperatives of public service communication. Identify a range of complex legal constraints of journalistic communication. Identify the ways audiences and communities shape journalism and engage with them to develop story ideas. Identify the way the local and global networks shaping effective journalistic communication.	Identify the fundamental ethical imperatives of public service communication. Identify the basic legal constraints of journalistic communication. Identify the ways audiences and communities shape journalism. Identify the way the networked global communication shapes journalism.
<b>Content development</b> Genre and structure	Creative and critically go beyond standard definitions of genre to produce work that is compelling, surprising and original. Confidently order a range of journalistic forms to develop coherent publication strategies. Develop new and experimental strategies to use technical resources to most effectively communicate in a convergent, networked media environment. Understands, conceives and develops narratives which are individual and not bound by convention.	Confidently order a range of journalistic forms to contribute to the development of coherent publication strategies. Develop innovative uses of new technical resources to most effectively communicate in a convergent, networked media environment. Demonstrate effective use of tone/temper/inflection/register to align with the most effective use of the selected medium and genre.	Identify, develop and create content in a range of different genres (news, feature, documentary, data based and other) and mediums (including print, online, audio, video, and social media) singularly or in combination to fluidly propel a story idea. Communicate through micro and macro formats: for example build and reinforce a story’s key message through a skillful development and combination of headline, lead, picture, picture caption and article. Engage communities and audiences through the development of compelling arguments ideas and images. Identify, leverage and combine new technical resources to most effectively communicate in a convergent networked media environment. Provide a rationale which demonstrates a broad understanding of all genres and media to support judgments about the choice of the selected genre/medium given the context, content, audience and purpose of the story. Demonstrate fully converged use of a range of media which offers the most effective means of communicating the story.	Identify a finer grained range of genres such as distinctions between a profile, a service feature or an investigative feature. Identify a finer grained range of mediums such as distinctions between, for example, the best use of video and audio slideshows. Choose an appropriate combination of genre and medium to convey key messages of a story. Identify and leverage new technical developments to best use traditional genres and mediums in a convergent, networked media environment. Creates content that demonstrates adequate familiarity with the conventions of the genres to display a confident and seamless approach and arranges a story that is meaningful to the audience.	Identify key journalism genres such as news and features. Identify key journalism storytelling mediums and begin to understand their appropriate use. Express key story ideas succinctly in a “lead” text or opening scene. Identify the new ways technical developments are reshaping traditional genres and mediums in a convergent, networked media environment
Sources and evidence	Locate, access and order unusual and difficult to obtain interview sources, data and evidence to tell significant and original stories of public interest.	Locate, access and order difficult to obtain interview sources, data and evidence. Demonstrate a proficiency in gathering sources, data and evidence in particular areas of interest and high level communication skills in simplifying specialist information for public access.	Demonstrates consistent use of credible, relevant interview sources, data and evidence to support story ideas. Demonstrate the skillful use, arrangement and evaluation of sources and evidence to explore multiple perspectives on a story. Discriminate wisely between available sources.	Identify, assess and use multiple, credible and relevant interview sources to support overall story development. Research and conduct longer interviews to obtain story facts and evidence and explore and analyse multiple perspectives on a story.	Identify and use interview sources to support ideas in the development of key story messages. Research and conduct basic interviews to obtain story facts and evidence.

<p><b>Language proficiency, control of syntax and mechanics</b></p>	<p>Demonstrate innovative use of particular technical resources and software to develop arrange, order and produce multiple media products. Edit their own and others work in a way which demonstrates exemplifies nuanced, correct and innovative combination and juxtaposition of micro and macro story elements in visual, aural and written contexts across a broad suite of media products Demonstrate the use of exemplary, finally tuned aural, visual and textual vocabularies and literacies.</p>	<p>Demonstrate developing proficiency and expertise in the use of particular technical resources and software to arrange, order and produce media products. Edit their own and others work in a way which demonstrates confidence in the correct and innovative combination and juxtaposition of micro and macro story elements in visual, aural and written contexts. Demonstrate the use of a highly developed and finally tuned aural, visual and textual vocabularies and literacies.</p>	<p>Demonstrate a sophisticated understanding of the complex syntactical elements of mature written, visual and aural communication. Skillfully use a broad range of technical resources and software to arrange, order and produce media products such as articles, audio reports, video reports, and websites alone or in combination. Edit their own and others' work identifying multiple solutions to common mistakes in the production of written, visual and aural communications. Edit their own and others work in a way which demonstrates confidence in the correct combination and juxtaposition of micro and macro story elements in visual, aural and written contexts. Demonstrate the use of a high level aural, visual and textual vocabularies and literacies.</p>	<p>Identify complex syntactical elements of mature written, visual and aural communication. Skillfully use a range of technical resources and software to arrange, order and produce simple media products such as articles, short audio and video reports, and simple websites. Edit their own and others' work identifying solutions to common mistakes in the production of written, visual and aural communications. Demonstrate the use of a growing aural, visual and textual vocabularies and literacies.</p>	<p>Identify the basic syntactical components of effective written, visual and aural communication. Identify and begin to use a range of technical resources and software to arrange, order and produce media products. Identify common mistakes in the production of basic written, visual and aural communications.</p>
<p><b>Exemplar assessment tasks and model media products</b></p>	<p>This <i>New York Times</i> series covering a year at war of one US battalion in Afghanistan takes the model of the multimedia feature to the next level with a sophisticated set of written and audio-visual story elements being combined to produce an ongoing story series. It includes innovative elements such as the short video snapshot "Moments" which stand as unusually powerful examples of pure visual literacy and it also includes multimedia produced collaboratively with sources. <a href="http://www.nytimes.com/interactive/world/battalion.html#/NYT">http://www.nytimes.com/interactive/world/battalion.html#/NYT</a></p>	<p><i>The New York Times</i> has evolved a standard treatment for most of their features that involves the combination of high quality written texts with additional multimedia elements that might include a photo gallery, an audio slide show or some combination in interactive form. This example on dealing with infertility is notable in that each of the elements provides an independent way into the story but the emotional power of the voice in the short audio grabs in the interactive multimedia adds significantly to the overall impact of the story. <a href="http://www.nytimes.com/2008/06/10/health/10pati.html">http://www.nytimes.com/2008/06/10/health/10pati.html</a></p>	<p>JOUR314 Newsroom Practice 3 is a capstone subject that requires students to produce a weekly edition of a local news site. All students are rostered into groups and throughout the semester must fulfill reporting, editorial co-ordination and sub-editing/production roles. Five reporting teams each week are assigned to stories and each team must produce three associated multimedia pieces on their assigned story topic. The results together with other UOW reporting projects can be viewed online: <a href="http://www.thecurrentmagazine.com/">http://www.thecurrentmagazine.com/</a></p>	<p>JOUR217 Proposal and Multimedia website This takes students to the next stage, again utilizing a two-staged process of proposal then production. These two assignments help students to both conceptualise and produce multimedia communication products that work strongly as three individual items but also in concert as a cohesive multimedia product. A more detailed proposal template assists students in thinking about the most appropriate choices in genre and media for each element. (See attached PDF for details)</p>	<p>JOUR101 Proposal and Blog This is a two-staged process that requires students to conceptualise and develop a blog with simple multimedia elements. A proposal template assists students in thinking through their communication strategies. (See attached PDF for details)</p>

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