



# The age of mobile news

*... journalism that won't stay still*

## JEANZ 2013

AUT UNIVERSITY

### Programme

The annual conference of the Journalism Education Association of New Zealand

November 27-29, 2013

WELCOME to the 2013 conference of the Journalism Education Association of New Zealand. It's an honour to host you in AUT's new Sir Paul Reeves Building for three days of collegiality and kōrero.

*Greg Treadwell, JEANZ president 2013*

*Allison Oosterman, JEANZ secretary 2013*

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### **Keynote speaker: Trish Carter, journalist**

Trish was the founding editor and bureau chief for Al Jazeera English in the Asia-Pacific region. She has held senior news and current affairs management positions in New Zealand broadcasting media over a career spanning 25 years, including formative executive editor of Newstalk ZB, executive producer of Holmes, and assignment and deputy managing editor of news and current affairs at TVNZ. She has particular expertise in establishing and managing complex media and organisational projects and has specialised knowledge in legal, cultural and ethical issues and competitive media formats. She is a trustee of the Asia New Zealand Foundation

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## **PROGRAMME:**

### **Wednesday, November 27**

10am - The Non-JTO Day.

A roundtable discussion of issues facing journalism schools

Room: WG517 (Level 5, come up the escalators)

### **Thursday, November 28**

8am Conference registration, level 7.

#### **8.45am Welcome**

Room: WG701

#### **9am Keynote address - Trish Carter**

Room: WG701

**10.30am The Panel – Dr Verica Rupar, Dr Margie Comrie and Dr Donald Matheson**

Why journalism education in Aotearoa-NZ must change

Room: WG701

**11.30am-5pm Parallel sessions:**

ROOM 1 (WG701)

**11.30am**

**James Hollings, Massey University**

Witness psychology: What can cognitive psychology offer journalists?

**12 noon**

**Tara Ross, University of Canterbury**

Co-creating the news: an experiment in teaching and doing community journalism

ROOM 2 (WG702)

**11.30am**

**Merja Myllylahti, AUT University**

Paywalls have landed – now what?

**12 noon**

**Daniel Drageset/David Robie, Pacific Media Centre, AUT University**

PMC's digital Pacific Media Watch project

**12.30pm Lunch / Book launch – Intro: *A beginner's guide to journalism in 21st-century Aotearoa/New Zealand*, edited by Dr Grant Hannis, Massey University**

Room: Level 12 staffroom

ROOM 1 (WG701)

**2pm**

**Grant Hannis, Massey University**

The mobile journalism student: Teaching journalism history by distance using online tools

**2.30pm**

**Allison Oosterman, AUT University**

WWII war correspondence

**3pm**

**Margie Comrie, Massey University**

Tweeting political news

ROOM 2 (WG702)

**2pm**

**Lyn Barnes, AUT University**

Good grief: the death of the obituary in New Zealand newspapers

**2.30pm**

**Bernie Whelan, Whitireia, Victoria University MEd student.**

Bottom's up: Let's transform news media through journalism graduates

**3pm**

**Richard Walker/Trish Clokie, Wintec**

Formal newsroom mentoring schemes

**3.30pm Afternoon tea**

Room: 12th floor staffroom

## ROOM 1 (WG701)

**4pm**

**Callum Valentine, Whitireia/Charles Riddle and Richard Walker, Wintec**  
Online newspaper courses

**4.30pm**

**Greg Treadwell, AUT University**  
Structural pluralism and Freedom of information in Aotearoa-NZ

## ROOM 2 (WG702)

**4pm**

**Nikki Mandow, AUT University**  
Peer review in journalism education

**4.30pm**

**Catherine Strong, Massey University**  
Teaching online journalism to online students: perilous pedagogy

## **7pm Dinner. Valedictory: Jim Tucker**

Four Seasons Restaurant, AUT University

## **Friday, November 29**

### **9am News disrupted Downunder**

Alistair Thompson, Scoop Media and Russell Brown, Public Address Foundation for Public Interest Journalism - presentation and workshop

### **10am Valedictory: Jeremy Smith**

### **10.30am Morning tea**

Room: Level 12 staffroom

### **11am JEANZ AGM**

### **12.30pm Farewells**

# Abstracts

**Lyn Barnes, AUT University**

## **Good grief: the death of the obituary in New Zealand newspapers**

Unlike the United States and Canada, where there has been a resurgence in the popularity of the obituary, New Zealand is witnessing a decline in this final chronicle of one's life. Once a standard literary skill all trainee journalists had to perfect, obituary writing is now uncommon. Instead, New Zealand journalists are expected to adapt their writing skills, often without much training or guidance, to reflect the changing role of journalism and the public perception of death. This article uses qualitative content analysis and interviews to illustrate this transition by investigating the obituary content of the country's largest daily newspapers, *The New Zealand Herald*. Although newspapers remain a public forum for death, this study also identifies the shift to different approaches to celebrating life, including online.

**Margie Comrie, Massey University**

## **Tweeting political news**

Trainee journalists are now routinely advised to get a Twitter account. For instance, Grundy et al. say "there are plenty of examples of reporters finding stories, leads or contacts because they have 'tweeted' about a story... or sent out a 'help wanted' message to their followers". Andrew Miller, chief executive of the British Guardian says Twitter is core to what they do and has really helped the Guardian as it is the fastest way to break news, really putting the publication on the map. While many New Zealand news organisations and individual journalists are on Twitter, it is less clear whether it is a revolutionary tool for them or just another way of showing the flag and getting out the news. To find out how some of our top journalists are using Twitter, this study looked at posts from TVNZ's Corin Dann and TV3's Patrick Gower from 23 August to 16 September 2013 during Labour's recent leadership contest. The results show a clear difference between the two political journalists' Twitter profiles, with TV3's Gower much more active and interactive, and covering a wider range of topics, than Dann. As well as analysing the nature of the posts, the presentation aims to draw some broader conclusions about the place versus the potential of Twitter in New Zealand journalism.

**Daniel Drageset/David Robie, Pacific Media Centre**

## **A case study of a campus-based free media collective**

In the past three decades, global and regional media freedom advocacy and activist groups have multiplied as risks to journalists and media workers have escalated. Nowhere has this trend been so marked as in the Oceania region where some four organisations have developed a media freedom role. Of these, one is unique in that while it has had a regional mission for almost two decades, it has been continuously based at four university journalism schools in a quartet of countries, Australia, Fiji, New Zealand and Papua New Guinea. Pacific Media Watch was founded as an independent, non-profit and non-government network by two journalism academics. Its genesis was the jailing of two Taimi 'o Tonga journalists, 'Ekalafi Moala and Filokalafi 'Akau'ola, and a 'whistleblowing' pro-democracy member of Parliament in Tonga, 'Akilisi Pohiva, for alleged contempt in September 1996. They were later freed by the Pacific kingdom's Supreme Court which ruled their imprisonment was unconstitutional. PMW played an important role in the campaign to free the three men, including organising an international petition seeking their release. Since then, the agency has developed a strategy to challenge issues of ethics, media freedom, industry ownership, cross-cultural diversity and media plurality and has been involved in reporting and analysing coups d'état, civil conflict and media independence. This project, originally shared between the Australian Centre for Independent Journalism (ACIJ) at the University of Technology, Sydney, and the University of Papua New Guinea, was adopted in 2007 as a project by AUT University's Pacific Media Centre. It has been assisted by the Pacific Development and Conservation Trust, Paris-based Reporters Sans Frontières and the Apia-based Pacific Office of UNESCO. This paper presents a case study of the PMW project and examines its history and purpose as a catalyst for independent journalists, educator journalists, citizen journalists and critical journalists in a broader trajectory of Pacific protest.

## **Grant Hannis, Massey University**

### **The mobile journalism student: Teaching journalism history by distance using online tools**

This paper considers online methods to improve distance students' critical assessment of primary journalism texts, drawing on the experience of Massey's extramural journalism history course. The course requires students to critically analyse English, United States and New Zealand journalism texts from the 1500s to today. The course is delivered online, allowing students to study wherever they are. Although some students have performed well on the course, others have encountered difficulties, such as struggling to think critically, avoiding close reading of the journalism, or simply failing to follow the questions' instructions. Several modifications have been made to the course, including introducing online interactive tutorials, which replicate the analysis required in the assignments. These changes have improved students' performance, but additional online enhancements would likely improve students' performance further.

## **James Hollings, Massey University**

### **Witness psychology: What can cognitive psychology offer journalists?**

This paper draws on appraisal-based theories of cognitive psychology to explain the role of emotion in the decision-making process of reluctant, vulnerable witnesses to wrongdoing who were persuaded to blow the whistle on matters of substantial public interest. In particular, it considers the relevance of one dominant model, the Component Processing Model, as a framework for understanding how potential whistle-blowers decide whether to speak out or not. It concludes that an emotional transformation is a prerequisite to the decision to speak, and that this transformation is informed by a series of evaluations the potential whistle-blower makes of the proposed action, in accordance with their deeply-held attitudes about the relevance and likelihood of the proposed action, their own coping ability, and its significance in terms of their moral and other values. Through careful and responsible interaction during the decision-making process, journalists and others can change a witness's deeply-held attitudes about relevance, likelihood, coping and significance. This can lead to a change in the emotion associated with the proposed action, which in turn can motivate the witness to speak out.

## **Merja Myllylahti**

### **Paywalls have landed – now what?**

Paywalls have entered the trans-Tasman media sphere. Recently Fairfax Media launched paywalls for its Australian mastheads *The Age* and *The Sydney Morning Herald*. In New Zealand Fairfax and APN News and Media are still waiting to monetise on their online content, although some smaller local news outlets report success. Myllylahti argues that paywalls haven't been such a big success story as the news industry claims, and most recently in the US many news outlets have started to abandon them. Myllylahti observes that paywalls are not a viable business model on their own in the short term. Where do we go from here?

## **Nikki Mandow, AUT University**

### **Embracing the cactus: a student perspective on peer review in learning to write news stories**

Peer learning has become a well-used (and well-researched) learning strategy for students in disciplines as far apart as physics, music, tourism, dental hygiene and outdoor education. However, while there is anecdotal evidence peer learning is used in some journalism schools, there is almost no academic literature to answer the basic questions: how, when, why, where and who - and importantly, does it benefit journalism student learning. AUT University introduced peer review (students giving feedback on each other's weekly news stories) into journalism classes in 2008. This action research study took third year News Reporting students and used questionnaires and collaborative group meetings to find out their views on the peer review process: the benefits to their learning, the challenges they faced and the changes they would like to see. The paper explores the theme of "embracing the cactus"; the student perspective that the giving and receiving of feedback is a potentially painful, yet ultimately rewarding learning activity. It outlines the benefits the students identified, and the frustrations - particularly with the process - that threatened to (and in some cases did) derail the learning. It discusses the fact that while on the surface a peer learning activity might

appear to exclude the teacher, in fact the tutor's role is critical - and complex. When things are tough, the study found many students default to the traditional, passive: "teacher, please sort this out" model. However, this paper identifies the role of the teacher in peer review as someone there to scaffold the student through the process of arriving at learning - not through the learning itself.

**Allison Oosterman, AUT University  
New Zealand's World War II correspondents**

Unlike the controversy surrounding the appointment of New Zealand's first official war correspondent to World War I, the choosing of correspondents for World War II was much less discordant. Where Malcolm Ross's nomination had been greeted with howls of derision from many in 1915, John Herbert Hall's and later Robin Middleton Miller's appointments largely evoked general acclaim. The acrimony surrounding the World War I war correspondent was never replicated in the latter war. The government also seemed at first glance, much better prepared in 1939 for the need to address the issue of official correspondents. Cabinet had appointed a director and deputy director of publicity under the Censorship and Publicity Emergency Regulations in August, the positions to remain dormant until such time as the government imposed censorship and control of publicity. This occurred on September 1, two days before New Zealand declared war on Germany simultaneously with Britain. However, it still took until March the following year for official war correspondents to be chosen, and another two months before Hall left with the second echelon of the 2nd NZEF for Britain and Miller was appointed in October from his position as signalman in the first echelon in Egypt. As was Ross in the previous war, all correspondents in the 1939-45 conflict remained as paid servants of the State. No independent journalists were sent by New Zealand papers to provide coverage of the actions of the country's forces in the northern hemisphere, although the New Zealand Press Association did briefly toy with the idea of sending its own representative. It was only late in the Pacific war that selected papers were permitted to send their journalists. Prior to that, journalists were either appointed as official correspondents paid by the government or were journalists who were enlisted soldiers. This paper considers the appointment of Hall and Miller as official correspondents as the initial research into New Zealand press coverage of World War II.

**Tara Ross, University of Canterbury**

**Co-creating the news: an experiment in teaching and doing community journalism**

This paper outlines a service learning/community engagement project in community journalism, in which journalism students co-construct stories with grass roots participants. It is an experiment in new ways of doing and teaching journalism, and is designed to test three inter-related ideas that the next generation of journalists must be able to engage with: orientation toward local communities, participatory journalism and the production of stories that are relevant to the lives of citizens. In the first instance, it aims to help students make real and consequential relationships with diverse communities through hands-on, get-out-of-your-comfort-zone experience. It aims, also, to experiment with collaborative content creation in ways that allow citizens more say in what makes news. The project is also, at its heart, about service and it aims to help ordinary people who, following the Canterbury earthquakes, want ways of communicating their earthquake experiences and connecting 'across' media to others. Collaborative storytelling may provide a way of connecting citizens and empowering communities - and reconnecting journalists with readers.

**Catherine Strong, Massey University**

**Teaching online journalism to online students: perilous pedagogy**

Teaching distance students online has its challenges, which includes lack of personal interaction with students, inability to liaise in real-time, and reliance on written monologues usually hung on a universities education website (Blackboard, Steam), and uncertainty over the student's time zone or access to resources. These challenges are magnified when trying to teach students how to use technology, such as audio journalism. Technical training usually relies on showing how to use equipment, then watching over the student's shoulder as they try to complete the task. It is this stage of the student trying the technology for the first time that usually involves close interaction with a

coach – something impossible with online students. This case study taught audio news podcasting to a distance Introduction to Journalism course, where 80 students were scattered throughout New Zealand as well as eight other countries around the world. (Aust., Norway, Vietnam, Cayman Islands, South Sudan, Britain, United Arab Emirates, France). The learning outcome was to produce an audio news interview full version, and an edited cut of 25 seconds as a second version.

### **Greg Treadwell, AUT University**

#### **Structural pluralism and freedom of information in Aotearoa-NZ**

New Zealand's disclosure laws are often cited as some of the best in the world. Introduced in 1982, the Official Information Act placed us firmly in the first of three waves of freedom of information (FOI) legislation across the world. Now more than 90 countries have FOI, though many have no real use for it other than satisfying trade partners and busy-body NGOs. New Zealand is among those celebrated for a regime that determinedly facilitates transparency. However, as the neoliberal policies of the Fourth Labour Government continue to dominate the socio-political landscape and services once provided by the state are increasingly moved to the private sector, is the OIA still functioning as intended? Council-controlled organisations and charter schools are just two examples - as the private sector provides services with public money, how easily can we hold them to account?

### **Callum Valentine, Whitireia; Richard Walker and Charles Riddle, Wintec**

#### **Project-based learning: Local body elections.**

Online course newspapers, combined with relatively large newsrooms, mean journalism courses now have the resources to cover local events in some detail. Both Whitireia and Wintec covered the local body elections this year – Wintec taking a “bottom up” approach over a period of weeks and asking voters what they hoped to see change in their neighbourhood, before putting these to candidates. Whitireia also published pre-election coverage, and covered the election results on the day, producing good coverage over a weekend. The exercise has good educational outcomes in the core areas of interviewing, newswriting and photography as well as extending knowledge of local government.

### **Richard Walker and Trish Clokie, Wintec**

#### **Formal mentoring scheme**

The notion of a formal mentoring scheme cuts across the informality of newsrooms, where “coaching” may once have meant little more than a few gruff words hurled at a junior who has just made a mistake. Introducing such a scheme also faces the hurdle presented by upheaval in the industry. The skill set required of journalists is changing, and in some areas younger staff are likely to have a surer sense of new media than their senior colleagues. The value of experience may be further devalued as young staff see career structures collapsing. Why take advice from someone who got their experience during a time of certainty? This presentation examines the challenge of introducing a mentoring scheme to a weekly newspaper at a time of such change. It describes a project that drew on the experience of introducing a similar scheme to a provincial daily some four or five years earlier. How did the schemes fare?

### **Bernie Whelan, Whitireia, Victoria University**

#### **Bottom's up: Let's transform news media through journalism graduates**

Typically a key aspect of journalism training focuses on the relationship with the story or interview subject. I propose that training for relational practices should encompass relationships within the newsroom as much as those externally. This position is based on my graduate research with 11 journalists in three New Zealand newsrooms who shared their best stories of how leadership empowered their learning. The findings indicate that relational practices were the most consistent factors across the groups. I argue that the very practice of journalism is a relational leadership practice, and that even the most inexperienced journalist can contribute to a bottom-up transformation of news media.

## NOTES

