

ID _____

(For OLT use only)

Nomination Form

2014 Citations for Outstanding Contributions to Student Learning

Please read the Office for Learning and Teaching (OLT) Australian Awards for University Teaching (AAUT) [Privacy Notice](#) at item H below before completing this form.

A. Nomination type and category

Individual Team nomination

This is a nomination in the Early Career Category

B. Contact details (for nominee or lead of the team)

Title (e.g. Professor)	Dr	
First and last name	Amelita Forbes	
Position title	Senior Lecturer	
School/ department/ faculty	Faculty of Arts, Education and Social Sciences	
Institution	James Cook University	
Campus of the nominee	Townsville	
Postal address	1 James Cook Drive, Townsville QLD 4811	
Email address	amy.forbes@jcu.edu.au	
Telephone	+617 4781 6381	
Staff type check (X) one box	<input checked="" type="checkbox"/> Academic staff	<input type="checkbox"/> General staff
Gender check (X) one box	<input checked="" type="checkbox"/> Female	<input type="checkbox"/> Male

C. Description of Citation

Describe the discipline or field of work and distinctive contribution of the nominee (maximum 25 words). The description is to inform the broadest possible audience about the work of the nominee. Please avoid jargon in the citation.

Wired for employment: For leadership and excellence in developing and delivering a pioneering WIL-based curriculum in Multimedia Journalism resulting in highly employable graduates.

D. Synopsis

Describe the distinctive contribution to student learning and engagement and the resulting impact on students, in a maximum 75 words. Write in the third person. Should the nomination be successful, the synopsis will be used in communications such as the presentation ceremony program, on the OLT's website and in archival information.

Amy Forbes' implementation of a pioneering WIL-based curriculum empowers journalism students through engagement in highly relevant industry-based learning activities. Emulating real world practice, Amy incorporates and enacts innovative newsroom-style tutorials and facilitates students' own multimedia news platform, James Cook News Network (JCNN). These distinctive features successfully enable graduates to excel in the multimedia story-telling capabilities increasingly necessary for future journalistic work and demonstrate Dr Forbes' command of the field.

E. Assessment criteria

Select ONE criterion for assessment as appropriate to your nomination.

- 1. Approaches to the support of learning and teaching that influence, motivate and inspire students to learn
- 2. Development of curricula, resources and services that reflect a command of the field
- 3. Approaches to assessment, feedback and learning support that foster independent learning
- 4. Respect and support for the development of students as individuals
- 5. Scholarly activities and service innovations that have influenced and enhanced learning and teaching

F. Team nominations

Please list all members – if more than eight members, a separate list may be attached. Names and titles must be accurate for publication purposes. Teams with more than five members must have a team name. The contribution of each member should be expressed as a percentage. The total of all members' contributions to the activity or program should not exceed 100 per cent.

Team name			
Title	First and last name	Percentage contribution	Staff type (A/G) <small>A - Academic or G - General Staff</small>
Lead			
	Total	%	

G. Previous Engagement with the Australian Awards for University Teaching program

If the nominee or the lead in a team nomination has previously received an Award or Citation, please indicate the type of award, the year in which it was received and how it differs from this nomination.

H. Privacy Notice

The OLT through the Department of Education (the department) must comply with the Australian Privacy Principles (APPs) contained in the *Privacy Act 1988 (Cth)* (Privacy Act) when handling all personal information provided for nomination purposes.

For information about the department's privacy policy, including information on how personal information is handled, how to access or correct personal information, or how to make a complaint, please go to <http://education.gov.au/privacy> or request a copy of the privacy policy from privacy@education.gov.au.

Personal Information we may collect

As part of the nomination process the OLT through the department collects the personal information identified in items B, F, **Error! Reference source not found.** and **Error! Reference source not found.** of this form as well a photo of nominees and their curriculum vitae (if required). Where the nomination is on behalf of another person, the information above is collected about that person. If this information is not collected, the application will not be assessed. Please notify the OLT by email learningandteaching@education.gov.au if the contact information required in this form changes.

How We Use Personal Information

Personal information is collected to assess eligibility for a Citation, and to undertake statistical analysis in relation to the OLT's Awards programs. The department may also use this information to:

- maintain an ongoing relationship with nominees
- award prizes
- invite nominees to relevant OLT events and programs
- review or evaluate the AAUT programs.

Privacy Consent

By nominating for a Citation or providing information in support of a nominee's application, you acknowledge and consent to the department disclosing your personal information to the following persons and organisations:

- the nominee's institution
- the department's Ministers
- persons assessing the nominations
- Standing Committee members and Strategic Advisory Committee members
- event and program contractors performing services on behalf of the department.

The department may also publish successful nominees' personal information (excluding telephone contact details) in media releases; presentations; conference programs; booklets about the AAUT recipients; OLT programs; and on the OLT or the department's website.

The department will not use or disclose personal information for any other purpose unless permitted by the [Privacy Act 1988](#).

I. Publicity Notice

If you or your team are awarded a Citation, you and your team consent, authorise and agree (as appropriate) to the following:

- The use and disclosure by the department and its Ministers of any photographs, footage, words, images, quotes or other comments which identify you or your team and any other personal information about you or your team, collected in connection with the nomination (the Material).
- The Material being made publically available including publishing it as part of a book, newspaper or article, television programme, radio programme, and including on the world wide web (which by its nature may involve disclosure to overseas recipients in any country) and any other media at any time. Once the Material is published it will be in the public domain and the department and its Ministers are limited in their ability to prevent subsequent use and dissemination of that Material even if information has ceased to be true or is otherwise misleading at the time of its use. To the extent (if any) you and your team own intellectual property rights in the Material or any part of the Material, you and your team license the department and its Ministers to copy and disseminate them in accordance with this consent.
- The department and its Ministers are not obliged to, and have not represented they will, publish the Material; do not have to identify you or your team as the author of any of the Material which they do publish or otherwise communicate; and may edit the Material prior to publication as it, he or she sees fit without first checking with you or your team.
- You and your team are not entitled to any remuneration or any other payment in respect of the use by the department and/or its Ministers of the Material. The Department and/or its Ministers are also not responsible for any royalties or licence fees payable to the photographer/video maker for the use of the photographs/videos.
- If consent is not provided, the Material will not be used or disclosed by the department or its Ministers. You and your team retain the right to withdraw consent granted in writing at any time prior to publication of the Material.

J. Nominee's declaration

I, Dr Amelita Forbes of James Cook University

- accept nomination for a Citation for Outstanding Contributions to Student Learning
- have read, acknowledge and accept the Privacy Notice and Publicity Notice in this form
- have provided the Privacy Notice at item H and the Publicity Notice at item I to team members, and made them aware of the requirements in these notices
- have provided the Privacy Notice at item H to the referees, and made them aware that they must include an acknowledgement that they accept the Privacy Notice in their reference.

Digitally signed by Amy Forbes
DN: cn=Amy Forbes, o=James Cook
University, ou=Humanities,
email=amy.forbes@jcu.edu.au, c=AU
Date: 2014.05.02 10:58:08 +10'00'

Signature Dr Amelita Forbes

Date 02 / 05 / 2014

K. Vice-Chancellor/ Chief Executive Officer's declaration

I, Professor Sandra Harding of James Cook University,

- on behalf of the institution, support the nominees application
- on behalf of the institution, undertakes to support the nominee(s) in activities to disseminate good practice in learning and teaching
- confirm that the information in the nominees application is true and correct, and the nominee(s) referred to in this form are currently staff members or associates of the institution
- have read, acknowledge and accept the Privacy Notice in this form.

Signature 

Date 07 / 05 / 2014

L. Institutional Contact Officer

Name (print)	Professor Angela Hill
Position title	Director, Teaching and Learning Development
Email address	angela.hill@jcu.edu.au
Telephone	(07) 4781 6351

Signature 

Date 06 / 05 / 2014

Wired for Employment: For leadership and excellence in developing and delivering a pioneering WIL-based curriculum in Multimedia Journalism resulting in highly employable graduates**OVERVIEW: SUMMARY OF CONTRIBUTION AND CONTEXT**

In 2008, there was clear evidence that the media industry had moved from traditional print to more digital, online content and required differently skilled reporters and writers. There was a drastic reduction in staff at these media organisations including Fairfax Media which cut about 550 employees in Australia and New Zealand or roughly five per cent of the company's full-time workforce. The media organisations were sending out a clear message that print-only journalists would have to re-skill themselves in the new technologies if they expected to retain their jobs. It was clear that journalism schools would have to move from traditional print-based curricula and move on to digital and multimedia journalism training to produce media savvy 'wired' graduates adept at online news delivery, social media and digital storytelling.

Heeding this call, I drafted a proposal to refresh the journalism curriculum at James Cook University (JCU). The result is the Bachelor of Multimedia Journalism degree which is jointly offered by the School of Arts and Social Sciences and the School of Creative Arts, an Australian first in the journalism field. This innovative program is exemplified by four main activities that demonstrate a significant impact on student learning and engagement, and highlight my command of the field of journalism education. These activities are *immersion in multimedia practice and peer collaboration for students*, introduction of an *innovative blog assessment task aligned with reflective practice*; engagement with *research-led teaching and teaching-led research activities*; and *design and delivery of the capstone internship program*.

In 2009, I developed and embedded across the new curriculum the James Cook University News Network (JCNN) website jcn.com.au to serve as a hands-on digital journalism laboratory that also showcases student work on tropical stories from North Queensland for a global online audience. Students engage in newsroom conference meetings in lieu of traditional tutorials to simulate real world news and editorial meetings. Following authentic industry-based practice, the news website subject JCNN provides students with editorial experience and a portfolio of work for employment in the technologically-driven changing media landscape of the 21st century.

As Industry Placement Coordinator, I redesigned the capstone internship subject and developed and made an assessable task the practice of reflection through online blogging. By combining the two activities, students reflect, develop the habit of posting regular entries as required by the medium of blogging while developing socially responsible and ethical online practice. I reported on these teaching innovations in my research and shared these with journalism colleagues around Australia through active participation in the annual conference hosted by the *Journalism Education Association of Australia* (www.jeaa.org.au) of which I am a member.

My strong leadership and multiple contributions to the development of this pioneering Journalism degree and student learning have been sustained over my six-year tenure with JCU as Head of the Journalism discipline and member of staff. These give evidence to the impact and reception of the work I have done through the eyes of both colleagues, industry partners and student graduates of the degree, reflecting my outstanding command of the field.

ASSESSMENT CRITERION 2: DEVELOPMENT OF CURRICULA, RESOURCES AND SERVICES THAT REFLECT A COMMAND OF THE FIELD**Activity 1: Immersion in multimedia practice and peer collaboration for students**

The Bachelor of Multimedia Journalism launched in 2009 attracts some 40 students each year. These students are guided, trained and steeped in features multimedia learning from day one. From 2008 to 2013, I have been subject coordinator, lecturer and tutor of the first year multimedia foundation subject, the JCNN multimedia website subject as well as the third year internship subject. The real-world industry-based newsroom and editorial practices I introduced in these subjects have led to increased student engagement as student editors lead discussions of the day's stories, and review with the editorial team the

content, accuracy and timeliness of news stories covered and reported on. Third year students act as editors for work produced by first and second year students, thus fostering a community of learners (Tinto, 2003) within the whole degree. To foster this dependency across the years, I established a Facebook group [JCNN StoryMine](#) where students from all year levels are able to share news ideas and seek advice for contacts. This Facebook group has 114 members representing students across all three years, as well as recent graduates and is another innovative channel through which students and mentors engage and collaborate. Each student reporter has time to read over, listen to or watch, and critique each other's work. Every student benefits from feedback from peers and lecturers. Just as in real life, student reporters develop critical skills, get direct feedback from editors and peers, and develop strong team work and collaborative skills. Students learn to accept and learn from constructive criticism as well as show respect for opinions expressed by others. They also come out of the subject with a portfolio of published and broadcast work. An example of this online portfolio is at <http://sophiekesteven.wix.com/sophie-kesteven>.

Student evaluations of this immersion in multimedia indicate very high levels of satisfaction, In 2009, for example I achieved a **4.27/5 rating teaching evaluation score**. I maintained a 4.0 + rating in the next three years I coordinated and taught the same subject. In 2013, my teaching evaluation scores (44% response rate) for the capstone internship subject indicate outstanding satisfaction levels with a **score of 4.5/5** in response to the question – *'this staff member delivered subject material in a way that helped my learning'* Student feedback over this four-year period demonstrated students' recognition of the learning that is taking place, the development of their writing as well as analytic skills and acknowledgement of the value of real-world editorial and newsroom practice to their future career as journalists.

JCNN is a brilliant way to further my skills (UES First Year Survey respondent, 2013).

JCNN was a great subject in that it prepared me for life after uni since we had to do all the fieldwork ourselves and meet deadlines etc (Laura McKee, BMJ graduate, 2014).

This subject was interesting and challenging, which helped me develop my analytical and problem solving skills. When I had difficulty or I was confused Amy was quick to respond in a clear and easy to understand by email or in person to help me [come] face-to-face with any issues I was having or questions I wanted to ask. Amy made the subject enjoyable, interactive and fun, while providing a strong foundation for future subjects and industries in the field of Journalism (Student feedback, 2012).

It was amazing being able to be tutored/taught by a person who works in the field that I wish to pursue. She gave wonderful feedback and answered any questions when asked. I always felt very welcomed during tutorials. It was wonderful having someone tutor you who knew what she was talking about (Student feedback, 2012).

Activity 2: Innovative blog assessment task aligned with reflective practice

Critically reflective practice has been promoted within the field of journalism as a way of ensuring competent practice (Thorpe, 2004) and developing self-awareness of competence that can be used to promote themselves to prospective employers (Coll et al, 2001). Although identified as a key skill for ethical and professional journalists, critical reflection is usually seen as an optional extra, with the challenge remaining as to how to embed this reflection into practice within an occupation that faces deadline pressures and immense time constraints.

As an innovative way of overcoming these challenges, I incorporated reflective blogging as an assessable requirement, to demonstrate the benefits of critically reflective professional practice. Maintaining a blog site of their experiences and reflection enabled students to cease to become passive participants and become critical agents in the learning process, both in the active selection of their learning experiences but also in their engagement with the new medium of blogging. I have sustained this practice from 2010 to the present and its success is demonstrated through the deep learning and greater self-awareness reported by the students.

This blog has had a somewhat cathartic role. It has given me both time and opportunity to consider the experiences I've had in my role as a Townsville Bulletin intern. I think it's beneficial to have it as a weekly task, because it allows me to examine my performance critically, and educates me on how to improve my performance (Internship subject student blog entry, 2011).

Activity 3: Research-led teaching and teaching-led research in action

To share my learning and experience from the curriculum and assessment initiatives, I researched, presented and published [three articles](#) on Work Integrated Learning (WIL), mentoring feedback and blogging with the New Zealand Association for Cooperative Education (www.nzace.ac.nz) and the Australian Collaborative Education Network (www.acen.edu.au).

In "Utilizing mentoring feedback in journalism work placements: producing work-ready graduates for the 21st century newsroom," I analysed 28 internship supervisor reports through the period 2003 to 2008. The study found that supervisors considered the students' journalistic writing skills above average but noted their lack of multimedia skills. They reported gaps in non-academic areas relating to initiative, confidence, enthusiasm and teamwork skills; areas for improvement and attention that were then subsequently addressed in future iterations of the internship subject. The second research on innovative assessment combining blogging and reflecting practice was reported in my research presented to NZACE. The third piece of research directly links to the added challenge of the innovative blogging activity. As one might appreciate, the blogging activity while useful, has also resulted in additional marking for the teacher. Developing a taxonomy of learning, and borrowing what is essentially a linguistics tool, the task of marking and validating the deep learning students acquire through blogging is made manageable through technology.

Activity 4: Design and delivery of the capstone internship program

As lone Internship Supervisor for the Multimedia Journalism degree at JCU since 2008, I re-designed the capstone internship subject and developed new contacts and opportunities for my students and for future employers to work together to their mutual benefit. At present, JCU Journalism students enjoy an excellent reputation across Townsville and beyond. Student and industry supervisors enter into a contract at the start of the internship and supervisors provide useful feedback and assessment of the work done. I share all feedback from the supervisor with the student and vice versa. This open and constructive flow of information has resulted in a better 'fit' between student and placement and achievement of expectations about the internship experience.

We find the students are better prepared for "real life" work when they come to us in third year, and that is evidence of the push to provide real world experience at university, with plenty of opportunities for students to be published. JCU's journalism internship program is not only a well organised, efficient way for the university and the local newspaper to help guide student career aspirations, a number of those who have undertaken an internship have gone on to paid work in News Corporation, either at the Townsville Bulletin, or in one of North Queensland Newspapers' regional mastheads (Ann Roebuck, Managing Editor for North Queensland, News Limited, 2014).

Dr Forbes' has long been an advocate for the importance and benefits of industry placements to help produce job-ready graduates for the workforce. Dr Forbes is very well respected with the media community in North Queensland, so much so that her recommendation is enough for a graduate to secure employment (Linda Souter, PR & Marketing Manager Mater Health Services North Queensland, 2014).

EVIDENCE OF RECOGNITION

I have proactively developed, refreshed and delivered a degree that in the past three years has produced highly awarded and employable graduates. *Course Experience Questionnaire* (CEQ) data (2011-2013) indicate outstanding levels of satisfaction with the course, with 85% of students satisfied with the overall

course experience. Of more significance, from the CEQ given the emphasis on team building skills, is the 'generic skills' score of 93% (CEQ, 2013), indicating exceptional levels of satisfaction and preparedness for careers.

Administered by the Media Entertainment and Arts Alliance, the Queensland Clarion Awards are the state's most prestigious journalism awards for excellence. From 2009 to the present, the degree has produced five [Clarion](#) award winners and runners-up in 2009, 2011, 2012 and 2013. Students have also won [Ossies](#), an Australia, New Zealand and South Pacific-wide award given to students for outstanding journalism work by the [Journalism Educators Association of Australia](#).

The *Graduate Destination Survey* also indicates high levels of student employment with over 70% of graduates securing full-time positions. This past year, three graduates found employment as reporters for the Gladstone Observer and Charters Towers' Northern Miner a month before their formal March graduation. Two others found work within a month of graduation and are now working for the Queensland North Register and The Ayr Advocate. That these graduates have opted to stay and work in regional Queensland newspapers and media is also testimony and validation of JCU's strategic intent of improving the lives of people and societies in the tropics.

Amy has helped me to be the best journalist I can be over the past three years, eventually playing a large role in landing me my first full time job as a reporter this month. She pushed me to enter my work in to the 2013 Ossie Awards where I won highly commended for a profile feature piece I wrote (Laura Mckee, BMJ graduate 2014).

I have been out of university for over 2 years ... [Amy] recently helped me secure employment within the local radio station. Dr Forbes has been a great influence on my career and I cannot thank her enough for everything she has done (Ben Johnson, BMJ graduate 2011).

My contribution to Journalism education has also been well recognised by my peers at other universities in Australia and overseas.

The first of its kind in Australia, Dr Forbes is to be applauded for her foresight which is establishing the journalism program at James Cook University as innovative and matching industry needs as the provider of the only Multimedia Journalism degree in Australia. Prior to the introduction of this degree by Dr Forbes – the only graduates equipped with these skills were from the US and Canada (Dr Gail Sedorkin, former Senior Lecturer and Head of Journalism at Deakin University, currently news reporter for News Limited, 2014).

Dr Forbes is to be congratulated and recognized for her work that spans curriculum development, reflective and scholarly engagement with new pedagogies, as well as innovation and leadership producing journalism graduates who are themselves reflective and ethical, as well as trained using authentic and real world newsroom best practice (Assistant Professor Duy Linh Thuy, Director, Digital Media Program, Columbia University Graduate School of Journalism, 2014).

This year, I was awarded a *JCU Citation for Outstanding Contribution to Student Learning* for my work developing and delivering the University's Bachelor of Multimedia Journalism degree. I am proud to have contributed to the goals of two professions – journalism and academia – that I have loved and been part of for the last thirty years. My commitment to teaching, learning and innovation remains strong as I face new and exciting pedagogical challenges and opportunities in nurturing and guiding my students in their journey to becoming professional journalists.

REFERENCES

- Coll, R. K., Lay, M.C. & Zegwaard, K.E. (2001). The influence of cooperative education on student self-efficacy towards practical science skills, *Journal of Cooperative Education*, 36(3), 58-72.
- Thorpe, K., (2004). Reflective Learning Journals, *Reflective Practice*, 5 (3), 327-343.
- Tinto, V. (2003). Learning Better Together: The Impact of Learning Communities on Student Success. In *Promoting Student Success in College*, Higher Ed. Monograph Series (pp. 1-8). NY: Syracuse University.

Robbie Robertson
Professor & Head
School of Arts & Social Sciences
James Cook University
Townsville, Australia 4811



One university • Two countries • Three tropical campuses
• Cairns • Singapore • Townsville

26 March 2014

Dr Amy Forbes: Nomination for JCU Citation for outstanding contributions to student learning- letter of recommendation

During my four years at JCU, Dr Amy Forbes has been the effective leader of the School's Multimedia program and its most inspiring teacher. There are five main areas in which she has been most effective.

First, she has been instrumental in driving the creation of a new journalism degree that would take into account the dramatic changes inflicting the media industry and produce graduates equipped to prosper in this new and changing environment. This she achieved through ground-breaking curriculum design.

Second, she developed JCNN to give students hands-on production experience, including industry practice based news conferences. This had the added advantage of enabling students to develop a portfolio of work that could later be used to enhance employment prospects. Her job-ready curriculum produced graduates who are highly sought after in the new media environment.

Third, as the placement coordinator, she required students on placement to reflect on their experiences by contributing regularly to a blog that became the basis for student discussion on the nature of work, a strategy which greatly enhanced student learning through work-integrated learning.

Fourth, as the placement coordinator, Amy went out of her way to develop strong relationships with employers. By building on industry recognition, she made the placement program sustainable and improved the employment opportunities for her students.

Her remaining nominated areas of effectiveness relate to the outcomes of these four activities.

Fifth, she has reflected on and researched the ground-breaking and innovative transformations that she has effected and published accordingly. As a leader in this field within Australia, her work is of national significance.

Finally, the proof of her effectiveness is in the pudding, if we can describe her students as such. Year after year her students have won national awards, all the result of the changes Amy has put into journalism and of her dedication to her students.

Because of her inspired teaching, curriculum reform, command of her field and national impact, Dr Forbes truly deserves a University citation for outstanding contributions to student learning.

A handwritten signature in black ink, appearing to read "Robbie Robertson".

I also note and accept the Privacy Notice provided by the nominee.

e-mail: robbie.robertson@jcu.edu.au
mobile: 0407 968 949
www.jcu.edu.au/sass/staff/

phone: 61 7 4681 4375
fax. 61 7 4781 4064
CRICOS Provider Code 00117J

UNIVERSITY *of* MISSOURI

SCHOOL OF JOURNALISM

OFFICE OF THE ASSOCIATE DEAN FOR UNDERGRADUATE STUDIES/ADMINISTRATION

2014 Australian Awards for University Teaching Committee
Office for Learning and Teaching
Level 10, 255 Elizabeth Street
Sydney NSW 2000

April 24, 2014

Dear Awards Committee:

It is with great admiration that I write in support of Dr. Amy Forbes' application for a Citation for Outstanding Contribution to Student Learning, which nominates the following criterion for assessment: Development of curricula resources and services that reflect a command of the field. (Due to changes in the Privacy Act 1988, I accept the Privacy Notice provided by the nominee.)

As founder and chair of a similar program pioneered in 2005 at the University of Missouri, I understand both the importance and effort needed to get this new curriculum in place.

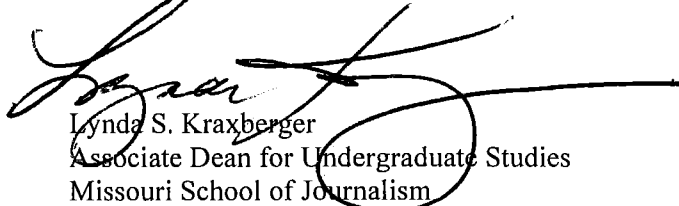
The field of journalism is in the midst of dynamic change that cries out for educators to lead the way as early adopters and innovators in curriculum.

At James Cook University, Dr. Forbes has been at the forefront of a transformative program that I believe provides both the skills and the higher order critical thinking necessary for future generations of journalists. The program is the recently created Bachelor of Multimedia Journalism, which is impressive in the manner it was created and what it allows students to do. Prior to implementation, Dr. Forbes systematically researched techniques used at our own school and others around the world. From there, she pulled the best ideas and put them into place. My experience tells me this required a great deal of "leaning in" to influence change agents, develop new curriculum, research ever-changing technology and retool class structure which inevitably undergoes a high degree of evolution in the first few years of implementation.

The program at James Cook University requires real world practice, leaving students with professional portfolios that land them jobs. And, while many schools are still debating the merits of this curriculum, James Cook University has leaped ahead with it.

I hope that you will agree that Dr. Forbes' work and the program deserve your recognition and award.

Sincerely,



Lynda S. Kraxberger
Associate Dean for Undergraduate Studies
Missouri School of Journalism

