

# **The Commonwealth Games 2018: A Case Study of Event WIL in Journalism Education.**

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## **Abstract**

Journalism in higher education must find new ways of producing work-ready graduates who are prepared for the rapidly changing news environment. Traditional internships are under increasing scrutiny over their quality and equitability. The past few years have seen a number of innovative models of work-integrated learning (WIL) emerging in journalism education. This paper proposes Event WIL as a model of WIL in journalism education that brings academia and industry together in partnership to build the capacity of all student journalists to work in a dynamic media landscape. This paper makes an argument for Event WIL as a model of WIL in journalism education by drawing on a case study of the Griffith University Commonwealth Games Media Centre at the Gold Coast Commonwealth Games in 2018. This case study provides insight into the key tenets of Event WIL: long-term preparation, harnessing pre-event WIL experiences, providing in-depth induction, establishing a hybrid space for a partnership between industry and academia and creating authentic opportunities for publication are detailed. Notably, the WIL case study not only resulted in quality outcomes for students, but also benefits for academics and industry representatives.

Keywords: journalism, higher education, work-integrated learning, internships, events

## Introduction

Teaching journalism in higher education is a constant battle to keep pace with the rapidly changing professional environment facing graduates. Producing work-ready graduates with industry experience and a strong portfolio of published work is essential for journalism schools to maintain their relevance. In Australia, the key challenges to achieving these goals are vast: shrinking newsrooms increasing the competitiveness for graduate positions, increased demand for internships, the variable quality of internships, and the limited number of placements available. In this environment, journalism educators have had to be creative about how they incorporate the student-valued authentic experience within programs to produce ‘work-ready’ graduates. As such, in recent years innovative models of work-integrated learning (WIL) have been emerging in journalism education. This paper proposes Event WIL as a model of WIL in journalism education that brings academia and industry together in partnership to build the capacity of all student journalists to work in a dynamic media landscape.

Event WIL inverts the traditionally dominant internship model of journalism education by bringing industry into the classroom. It involves the establishment of a unique classroom space in which industry representatives, academics and students work alongside each other. As a model of university-led WIL, Event WIL provides the best of both worlds in terms of training journalists within a university program. After situating this model of WIL within the literature, this paper offers a detailed insight into Event WIL as a model of WIL in journalism education through a case study of the Griffith University Commonwealth Games Media Centre at the Gold Coast Commonwealth Games in 2018.

## WIL in Journalism Education

WIL has a long history with journalism education, typically in the form of internships. As Skinner et al. (2001, p. 35) have argued, the ‘number of internship opportunities it affords’ has been a key measure for evaluating the success of a journalism school. Bromley et al. (2012, p. 102) also found internships to be the ‘most visible and traditional form of experiential learning in university journalism programs’. Despite this, there are key issues with internships as the primary form of WIL in journalism education. As Forde and Meadows (2011) observe, research on journalism internships has been limited. Furthermore, there are significant issues of equity around internship experiences. This is foreshadowed in a description of the internship program at the University of Tasmania by Thomas and Goc

(2004). Students, industry and academics report excellent outcomes but notably the course is only offered to 'the best students' as 'the industry does not see itself as a training ground' but rather 'as a place for talented journalism students, almost ready for the workforce, to gain invaluable experience' (Thomas & Goc, 2004, p. 154). Equity concerns about internships are further elaborated upon by Mabweazara and Taylor (2012, p. 127) who found that 'students are unlikely to be able to progress into the profession without a minimum amount of work experiences'. Though internships are widespread in journalism education in Australia, there is a clear need to explore other options that offer broader accessibility to the student body.

While internships still dominate WIL in journalism education, there are other WIL approaches worth considering. Billett et al. suggest that, given WIL is now widely taken up in higher education, it is 'important to find ways of optimising the learning potential' of the experiences (Billett, Cain, & Le, 2018, p. 1281). WIL is understood as an 'umbrella' term for programs that integrate student academic and workplace knowledge (Patrick et al., 2009). WIL has been described as a way of intentionally bringing together theory and practical knowledge (Orrell, 2011). Similarly, Brown (2010, p. 1148) describes WIL as the 'theory-to-practice approach of integrating disciplinary knowledge and skills with practical applications'. This integration of theoretical and practical knowledge through WIL is particularly critical in journalism. Factors such as the rise of social media, declining advertising revenues for traditional media and the concentration of media ownership have resulted in a dramatically reconfigured media landscape, which, in turn, has seen heightened competition and reduced opportunities for employment (Hirst, 2010; Wahl-Jorgensen & Hanitzsch, 2009). Social media and smaller newsrooms mean today's journalist needs to "build their brand" in media markets (Cowgill, 2014). As the key competencies required of journalists expand and as news industries across the western world experience a slow decline (Skinner et al., 2001), it is a vital time to be identifying alternative models of WIL journalism and, moreover, their efficacy.

A term that gained traction in WIL in journalism education literature in recent years is 'the hospital model'. The model originated in the United States where it was first utilised in disciplines such as health and engineering. Newton (2013) defines the hospital method as 'a model of learning-by-doing that includes college students, professors and professionals working together under one 'digital roof' for the benefit of a community'. He explains that the US teaching hospital method in journalism education scaffolds experience throughout the

degree program, and in some institutions, incorporates at least two semesters of “experience” for credit. The ‘hospital teaching method has been slow to take hold in Australia but is gaining traction. Bowman and Lund (2011) detail the practical nature of their radio and video journalism units at an Australian university, but do not account for the multimedia and multi-platform nature of current newsrooms. Davies et al. describe a multi-university national reporting project covering the 2016 federal election which they refer to as the 'teaching hospital' method and as a 'source of experimentation and debate in journalism education circles' (2017, p. 221). The hospital method however has been critiqued by Mensing and Ryfe (2013, p. 2) who argued that the method was not producing journalists for a changed and changing media landscape instead reinforcing ‘the conviction that content delivery is the primary purpose of journalism’. Rather than the ‘hospital method’ Mensing and Ryfe (2013) advocate for an ‘entrepreneurial method’. They suggest journalism educators should be preparing students for changing careers and encouraging students to engage in experimentation. In addition, they argue that journalism education should incorporate teaching strategies for students to develop an understanding of audiences, to engage with social media, to focus on demand, be publication driven and to extend their networks through actual reporting.

Other WIL models have emerged in journalism education alongside internships and the ‘hospital model’. The concept of a ‘pop-up newsroom’ has gained increasing popularity over the past few years. Wall (2015) describes a university-run ‘pop-up’ newsroom as a virtual, temporary, citizen journalism-style mobile news operation, with student journalists. In this instance, the pop-up was a collaborative multinational project and tied to raising students’ critical capacities in relation to the reporting of poverty. Steel et al (2007) document another pop-up newsroom established for three days at the University of Sheffield to cover a general election in the United Kingdom. The pop-up detailed by Steel et al (2007) has links to a further newer model of WIL in journalism education, which I have labelled ‘Event WIL’, based on the model being developed around an event. Examples include a case study by Furlan (2007) of students covering the South Australian World Police and Fire Games and another by St Clair (2015) of student journalists involved in Bluesfest at Byron Bay. In both instances students reported developing professionally and personally as a result of their involvement in the programs. In another illustration of Event WIL, Tanner et al. (2012) use Kolb’s (1984) experiential learning framework to evaluate student outcomes following involvement in reporting on the IXth Special Olympic Games held in South Australia in

2010. Drawing on these earlier iterations, I developed a model of Event WIL for journalism education.

## Event WIL

This paper details Event WIL as a model of WIL in journalism education. Event WIL extends the student experience and the concept of bringing industry into the classroom. Alongside literature surrounding entrepreneurial WIL and pop-up newsrooms, Event WIL takes up Björck and Johansson's (2018, p. 10) problematising of the dichotomies which frame so many discourses about WIL such as 'theory/practice' and 'university/industry' and instead creates a 'third place for WIL' that is truly integrative. While integration is viewed as fundamental to WIL what it means and how it can be achieved are still not yet well articulated in the literature (Zegwaard & Coll, 2011). Event WIL suggests ways forward on these questions.

There are four key aspects that are critical to Event WIL: industry engagement, student agency, induction and training, and that each experience is event-led. Firstly, Event WIL inverts the traditionally dominant internship model in journalism education by bringing industry into the classroom. It involves establishing a unique classroom space in which industry representatives, academics and students work alongside each other. At the core of the Event WIL model is integrated partnership with industry. Having industry personnel work from the university-led newsroom creates a shared professional space for students. Working alongside professional media content producers and journalists, students are part of a newsroom providing real-time coverage of real events. This collaboration therefore strengthens connections between all stakeholders in journalism education while providing quality learning opportunities for all students in response to a major event receiving national and/or international media attention. Industry provides essential knowledge and training while students have access to support networks built into on-campus teaching such as academic staff's understanding of individual student needs, strengths, weaknesses and capabilities. The combination of academic and professional staff working in Event WIL newsrooms allows for a system of checks and balances, and feedback not always possible in today's newsrooms. Students are able to ask for and receive guidance from their academic and industry supervisors and their peers without fear. As a model of university-led journalism education,

Event WIL provides the best of both worlds in terms of training journalists within a university program.

A second key area of Event WIL draws from the literature on entrepreneurial models of journalism education. Event WIL creates a space where student journalists are able to exercise greater agency throughout their WIL experience. Students participating in Event WIL models are expected to be able to work confidently alongside the industry partner without too much technical instruction required. Closely related to this increased student agency is the importance of adequate induction and training components. The literature on good practice in WIL repeatedly highlights student preparation (Cooper, Orrell, & Bowden, 2010; Martin, Rees, & Edwards, 2011; Smith, 2012). Firstly, Event WIL was restricted to second or third-year students who had previously completed WIL radio and television courses. This meant that they had the requisite ‘theoretical knowledge and technical and interpersonal skills to perform in the WIL environment’ (Schonell & Macklin, 2018, p. 2). Secondly, students were required to meet with the academic staff to identify their personal goals for the experience. At these meetings, we covered a third dimension of preparation, that is professional behaviour and values. The fourth dimension of preparation recommended by Schonell and Macklin (2018) is learning about the WIL environment. This aspect was covered via formal induction programs.

Finally, Event WIL is predominantly shaped and guided by the event itself. This means that Event WIL leverages the WIL opportunities occurring before or surrounding the actual event. It therefore offers richer possibilities than other WIL in journalism approaches. Further, given this event-based approach, Event WIL can be offered on an incredibly large scale. From a WIL perspective, an Event WIL framework means that large international events can be managed in the same way as smaller, local ones.

The model of Event WIL detailed in the following case study has been refined over the course of several years. The first iteration of Event WIL took place in November 2014 around the G20 Leaders’ Summit in Brisbane. A cohort of journalism students participated in an Event WIL experience covering the G20 and surrounding events from a pop-up newsroom near the Summit. Event WIL was further refined through the coverage of Blues on Broadbeach 2017. The Blues on Broadbeach festival is an annual event held at the Gold Coast, and one of the largest free music festivals in Australia, drawing around 160,000

visitors over four days. While the G20 was defined by security and restricted access, the Blues on Broadbeach 2017 was a completely different event that allowed for creativity in the design of the WIL experience. Finally, the Commonwealth Games in 2018 represented an embedding Event WIL. The key learnings from both the G20 and Blues on Broadbeach were embedded throughout the design of the project, resulting in a successful, large-scale Event WIL experience for all key stakeholders.

## Case study: the Griffith University Commonwealth Games Media Centre

In 2018, the Gold Coast in Australia hosted the Commonwealth Games. From April 4-15, the Gold Coast 2018 Commonwealth Games (GC2018), hosted almost 7000 athletes and team officials from 71 Commonwealth nations and territories (GOLDOC, 2018). GC2018 presented a significant opportunity to test Event WIL on a global scale. Given that Griffith University's Gold Coast campus was located in a prime position, I saw an opportunity for students to experience news production in the context of an international sporting event held in our 'backyard.' Thus, the idea for the Griffith University Commonwealth Games Media Centre (GU-CGMC) took shape. The GU-CGMC was to operate for three weeks at the Gold Coast Campus, concurrent with the Official Commonwealth Games International Media Centre (IMC). The GU-CGMC would operate as a specialist industry work placement for second and third-year journalism students to provide multi-platformed media coverage of the event throughout the course of GC2018.

### **Partnerships/integration**

A central tenet of the GU-CGMC, and Event WIL more broadly, was close engagement and meaningful partnerships with existing media. This was a key learning from previous iterations of Event WIL and encourages ties between journalism staff, students, and industry, as well as giving students the opportunity to access industry input and extend their industry networks for future employment. Building these relationships meant that we needed to begin early to build and extend partnerships with industry and to snowball opportunities for WIL. The need for a long lead in time was sometimes difficult for people to grasp and it was often a challenge to get traction given the busyness of everyday life in academia and newsrooms,

but it was critical to our long-term success. As part of the early preparatory work I connected with organisers, the Gold Coast 2018 Commonwealth Games Corporation (GOLDOC), who, in turn, put me in contact with key representatives from relevant stakeholder organisation, including NEP, the host broadcaster of the event. This partnership would prove to be invaluable. NEP was initially interested in engaging film students for work experience, but they were not able to cope with immediacy of production essential to NEP. Journalism students though were able to provide evidence from previous iterations of Event WIL demonstrating that they could indeed deliver timely and daily news content. NEP formed a key media partner throughout GC2018 and were crucial to the success of the GU-CGMC.

### **Training for The Games**

Such is the nature of major international events, a long lead in time was necessary to attend to critical preparatory work. While some of this labour commenced a year prior to GC2018, it intensified as the event approached. Four issues were central: location, infrastructure, accreditation, and induction.

Firstly, the location of the newsroom was essential. The preferred site was a pathology lab at the Gold Coast campus that was across the road from the Athletes' Village and on the tram line with direct access to the International Media Centre (IMC). In addition to this pop-up newsroom, we also utilised the purpose-built television and radio studios on the Gold Coast Campus.

The second issue of infrastructure was also addressed early. Operationally fixed newsrooms have specific requirements, however, the GU-CGMC pop-up newsroom worked on a limited budget. Because we were working out of a pathology lab, we had to first reconfigure the room to our requirements. Essential infrastructure included internet access, appropriate computers for students, hybrid radio recording computers, TV monitors, telephones to record interviews, camera kits, lights, in-the-field reporting equipment and mobile journalism (MoJo) kits. The only major infrastructure purchased for the GU-CGMC was a Dejero field reporting unit. This was important because GC2018 events were spread across various locations up and down the Gold Coast. We used the Dejero Unit on numerous occasions as it facilitated student reporting from various locations. During GC2018, students successfully

reported live from three different locations around the Gold Coast in a coordinated news burst.

A third matter that needed early attention was accreditation. Accreditation is a critical dimension of Event WIL because it adds an additional layer of authenticity and exclusivity as not all journalists are granted access. Securing access to the IMC involved considerable administrative labour well in advance of GC2018. We received accreditation to the IMC which provided five IMC passes. These passes were rotated amongst the students ensuring everyone involved in the event had access to the IMC.

The final preparatory G20 Leaders' Summit demonstrated that induction is a critical component of Event WIL. As a consequence, an induction session for the GU-CGMC was held during the first day of operations and prior to the commencement of media coverage. This ensured that all students were well briefed and prepared. Media Kits are prepared for all students working out of large EVENT WIL Media Centres. These are important to provide to students, because they include information about operations, production, workplace health and safety and site access. Resources from the Dart Centre for Journalism and Trauma of the Columbia Journalism School are also provided.

### **Pre-Event WIL**

In the lead-up to the Games, three intensive WIL initiatives were developed. These were the World Press Briefing, the Chefs de Mission Briefing, and the Gender Reporting Project. Nine third-year journalism students were selected to participate in the three projects which would provide media content for major meetings leading up to the Games. To be considered for selection, students needed to have completed at least two news media production units. Those participating in the pre-event WIL activities were enrolled in a Journalism Internship course so the material they produced was part of a portfolio used for assessment.

The World Press Briefing (WPB) was a four-day event involving approximately 300 international media representatives. Hosted by the GOLDOC, the host broadcaster of the Games, and Commonwealth Games Federation (CGF), the purpose of the briefing was to provide operational and technical information to assist members of the domestic and international press to plan their coverage of the event. Nine journalism students were

embedded with NEP, GOLDOC, and the International Press to cover the event. During the four days of the briefing the students covered various WPB events. The students produced a five-minute video profiling the event which was published on the NEP website. They conducted a range of interviews with GOLDOC Press Operations and members of the domestic and international press packs. As always, they had to source talent, shoot and edit video for media coverage across multiple settings. Over the course of the event they worked from various locations in and around the Gold Coast as directed, including at the IMC, major sporting venues, and tourist attractions.

The second pre-Commonwealth Games WIL project involved media coverage of the press briefings for the Chefs de Mission (CDM). Over a five-day period, the nine third-year students produced media coverage of the briefing provided to the 130 representatives of Commonwealth Games teams. The briefing included tours of venues and the Gold Coast area as well as seminars covering operational matters, medical procedures and anti-doping strategies. As with the WPB, students attended all days of the seminar and were required to conduct a variety of interviews, with administrators and heads of international sporting teams as well as with domestic and international athletic representatives. They shot and edited footage for media coverage across multiple settings and event scenarios. Students again produced a five-minute video that was published by NEP. This opportunity proved invaluable for our operations during GC2018, because I relied on many of the relationships and networks established during this time.

The final pre-games WIL project was a Gender Reporting initiative. The aim of this project was to raise awareness amongst journalists of gender bias in reporting and, as a consequence, generate more gender inclusive media about the Commonwealth Games. This was conducted congruently alongside the CDM over five days. Two students conducted interviews with former athletes, GOLDOC personnel, CGF staff, and academics for a specialist video to be included in the GOLDOC Press Kit. Students working on this project produced a mini-news documentary highlighting gender bias in reporting sport. In line with the inclusive theme of GC2018, the video was produced to promote responsible reporting in coverage of the Games. Students consequently developed research and documentary production skills, as well as strengthened their multimedia capacities. Critical thinking around journalistic practice and questions of equity were also extended as a result of this Event WIL activity. The video

produced as part of the Gender Reporting project was included in the official media pack and previewed during one of the morning press briefings over the course of the Games.

### **Staffing the newsroom**

Students who participated in the GU-CGMC were enrolled in three third-year courses (two journalism internship units, and a television journalism unit). For assessment, students produced a written critical reflection of their experiences as well as television packages and other content they produced while participating in the GU-CGMC. Students were also assessed on their contribution and participation in the GU-CGMC. Academic staff supervised students, monitored their journalistic output, and ensured they were meeting the demands of the newsroom as well as the course.

Each day at the GU-CGMC began with a production meeting with students pitching and discussing stories. Alongside covering stories for the news media, students were also responsible for working with the *Brisbane Times* to produce *The Village Voice*, a newspaper distributed to the Athletes' Village. Journalism students were joined in the GU-CGMC by five photojournalism students and one program director from the GU Queensland College of Art. The students proved incredibly valuable in producing the printed copy of the *The Village Voice*. While the students could access file photos from the official photographers on Getty Images, it was rewarding and a significant WIL opportunity for photojournalism students to have their photographs featured on the front page and alongside stories written by their student journalism colleagues.

### **Outcomes of the GC2018**

The GU-CGMC expanded on the previous iterations of Event Wil so that it was a true multi-media centre style operation. During GC2018, 30 journalism students, five photojournalism students, and two public relations students worked in a multi-platform, purpose-built media centre producing eight print editions of *The Village Voice* powered by *Brisbane Times* for the Athletes' Village. In addition, students had numerous significant stories published nationally in the *Brisbane Times*, the *Sydney Morning Herald* and the *Canberra Times*. Our students also provided dedicated coverage of First Nations peoples' Stolenwealth protests, producing some of the most important national stories published about

the Games in the Fairfax media. The students who covered Camp Stolenweath were both named as finalists in national media awards, The Walkleys. The photography student's work was also a finalist in the state media Awards, The Clarions, receiving a Highly Commended citation. These achievements were also recognised by industry partners. One of the industry partners, the Deputy Editor of a major online news site, remarked: 'It's also been good to see some of the students get by-lines in the Brisbane Times because frankly, they found some pretty good stories. So it's been great.'

As well as appearing in Fairfax outlets, student work was also distributed through our own publication *The Source News*. Further to print and online outputs, students produced over 10 radio packages for *The Wire*, a national news and current affairs programme. Broadcast via the Community Radio Network satellite and the CAAMA Radio satellite, the programme is delivered to more than 200 stations each weekday. One student also pitched a story to the *Australian Mountain Biking Magazine* who accepted and paid for it.

Industry engagement was high with many professionals providing support and encouragement to students. Journalists and producers from NEP, *SBS News*, *Sky News*, *Nine News*, the Media Entertainment and Arts Alliance, DART Journalism Centre, and the *Gold Coast Bulletin* all made time to engage with our students, responding to questions and commenting on work despite their own deadlines. Industry partners working alongside the students enjoyed the enthusiasm of the beginning journalists:

*'It's fun. I love the enthusiasm. The typical rough jaded journalist isn't here. Something which that will be in 10 years' time, let me assure you. But it's been a lot of fun. It's been a lot of fun. And it's good to see that there's still passion for this craft which is under constant threats and it's more important than ever that we have journalism. It's good that we got some good ones coming through.'*

Noticeably, as an industry partner added to the above commentary referencing the improvement in student work 'from the first edition of the paper' to later issues he used the term 'journalists' rather than 'students' or 'student journalists'. He said there was a recognisable positive shift in term of 'the application and the drive of the journalists and what they brought to the newsroom over the course of the event.

Students were fulsome in their praise for the WIL experience. They repeatedly cited ‘increased confidence’ as an outcome. They acknowledged they had to work harder to get stories, and that ‘it was a good thing.’ Like students participating in the G20, many students experiencing the GU-CGMC reported this experience would be a highlight and ‘stand-out in their degree’. Students also saw value in the ‘authentic’ nature of the experience and the opportunity to produce published work in a ‘credible’ outlet for their portfolios identifying the need to be ‘published before you finished’. Several students believed it would make them ‘stand out’ from other journalism graduates.

Also referenced many times was the value of working in a team environment or what one called ‘the comradery that you get working in a newsroom’. As well as industry people academics were an important part of this group experience as students explained in feedback:

*‘It's not really an environment I'm fully used to, but I think that's a good thing because so long as I'm being thrown into it with my teachers and tutors and lecturers around, I'll be able to learn from the experience instead of just sort of getting into it in an internship for instance.’*

Significantly, while the students participating in the GU-CGMU had undertaken News Production WIL, that subject had been overseen by sessional staff who did not have my news industry background and may not appreciated that an authentic newsroom is very demanding in terms of the quantity and quality of journalistic output. An academic colleague noted the difference in preparedness between students who worked in the G20 newsroom and those who worked at the Commonwealth Games opining that the latter ‘struggled a lot more’ in terms of maintaining momentum, and consistency. She observed that this discrepancy was particularly evident at pitching meetings:

*‘They're struggling a bit coming up with story ideas. It's been the main struggle with this experience. Whereas during G20 we had students with a lot of different ideas, pitching very hard news stories. Obviously here The Village Source, we do want a bit more fluffy stories for the paper, but they really do struggle getting a clear angle and they struggle with writing their leads for their story. That's something we definitely would need to improve on for next time.’*

Because pitching is such an important journalistic skill, I placed a lot of emphasis on it in News Production WIL. Thus, students who had worked with me previously had developed strong capacities in this area, while those who had not struggled as one acknowledged saying that both identifying stories and advocating for them with an editor ‘really stressful’. She recommended there be more training in these areas stating ‘it seems straightforward and maybe it's meant to come to you naturally if you're a good journalist, but it's so hard.’

*‘When I first came to the newsroom I was very lost. I was a bit intimidated because some of the other students were writing really good stories and I was just a bit unsure of what my place would be, in terms of writing news. But literally the next day I ended up getting my story published which went across Fairfax Media. It's just about getting out there and having to go and overcoming your anxieties.’*

One factor that students found difficult was trying to schedule the time away from work and study to participate. Many students today are very reliant upon paid work and as precarious casual employees they may find it difficult to negotiate the extended time away necessary to fulfil the requirements of Event WIL. Students not able to participate in the GU-CGMC submitted supplementary assessment

Despite the challenges, the GU-CGMC set a benchmark for Event WIL. All of the 17 students involved in the pre-Event WIL activities went on to secure employment in the media industry. Students won awards and accolades for their contributions, and were published in a range of media outlets. Both students and industry partners recognised the value of this approach to Event WIL. Furthermore, the organisers of the Commonwealth Games in Birmingham are planning to utilise this model of Event WIL to provide WIL opportunities for student journalists in 2022.

## Conclusion

Manifestations of Event WIL are evident in some of the models of journalism WIL outlined in the literature. For example, Garrison (2010) links blogging as a WIL activity to student journalists covering the Special Olympic World Winter Games. Furlan’s (2007) and St Clair’s (2015) descriptions of involving student journalists in the South Australian World Police and

Fire Games and the Blues Festival at Byron Bay respectively also have striking similarities in design and implementation to Event WIL. Equally while Steel et al's (2007) and Jones' (2016) case studies of students covering elections correspond strongly with the Pop-Up Newsroom Model, they are also analogous with aspects of Event WIL. Indeed, Steel et al (2007: 333) conclude their research by suggesting that there are 'benefits of focusing on specific important events' around which 'students become journalists for a shot time' and suggest that further empirical work on the model is needed.

Despite these similarities Event WIL as conducted in this project differs from other examples of journalism in WIL described in the literature. Four issues are relevant. Firstly, the Event WIL model ensures a greater level of collaboration between the university and the media partner, with both parties joint owners of the project. Secondly, Event WIL also places greater agency on the student journalist based on the experiences that they bring to the newsroom. Expectations of students participating in Event WIL models are such that they should be able to work confidently alongside the industry partner without too much technical instruction required. Thirdly, Event WIL provides students with significant induction and training. The WIL experience is greatly enhanced by bringing specialists into the classroom and exposing students to issues such as dealing with vulnerable groups, working in a conflict zone and risk management. Finally, Event WIL is guided by the event itself, which means there are opportunities to leverage WIL opportunities occurring before or surrounding the actual event. It therefore offers richer possibilities than other WIL in journalism approaches. Further, Event WIL can be offered on an incredibly large scale as was illustrated in the GC2018 case study.

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