

**The Role of the Newsroom in the Educational Environment
– a case study in experiential learning.**

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ABSTRACT

The paper will examine how the newsroom in the journalism department at the London College of Communication (LCC), a constituent college of the University of the Arts, London has aided the development of experiential teaching and learning.

Students take on editorial roles in the newsroom to produce a weekly newspaper, Arts London News, with an associated online site, www.artslondonnews.co.uk .

The newspaper has developed from an eight-page black and white tabloid to a 32-page full-colour tabloid newspaper incorporating an eight-page supplement. The online site has also been continuously developed and includes, as well as text and image, picture galleries and audio and video, reflecting the moves to convergence in the industry.

The online site now takes precedence in production with daily and sometimes more frequent updates of content. The newspaper meanwhile has continued to widen its weekly distribution to around 20,000 students across the six colleges of UAL.

The paper will explore the unique position of the newsroom in the educational environment, how it is both simulation and reality. The students play out roles in this simulated environment, with room for experiment and error, but the deadlines, essential for journalism education and training, and the weekly publication of the newspaper and daily publication of content on the associated website, are very real. The printing schedule for the newspaper is locked into that of a major printing and publishing corporation (News International) which sponsors the printing.

The paper will also analyse how development of the simulated newsroom environment has constantly forced journalism staff outwards to industry in order to find ways of incorporating the latest industry developments into the educational newsroom structure. It will also examine how, in turn, the simulated newsroom has become a testing ground for industry itself and will cite examples of links with industry players and show how those links have benefited both education and industry.

It will consider the way the newsroom activity or editorial project has been integrated into the teaching programmes of all courses in the department as a major assessed element. Initially the editorial project involved just final year students across two courses but now involves five student cohorts from four courses, and with more than

100 students and ten teaching and technical staff participating in the project at any one time. Increasingly students from earlier cohorts of undergraduate courses are being included in the programme as the full value of this experiential form of learning is recognized in the department. The paper will analyse the experience of large group assessment directly related to this project. The paper will further show how the project enables staff to evaluate journalism teaching and learning in units leading up to the project.

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The Role of the Newsroom in the Educational Environment – a case study in experiential learning.

Introduction

The purpose of this paper is to examine, as a case study, the development of the newsroom in the journalism department at the London College of Communication, one of the six constituent colleges of the University of the Arts, London. It makes an assessment of how the newsroom has aided and can continue to aid the development of journalism teaching and learning in that institution.

The newsroom practice at LCC has developed empirically but this paper will analyse the underlying teaching and learning methods, predominantly reflective practice in experiential learning, and make an assessment of how the teaching and learning in the newsroom measures up to established educational theory. The paper covers areas of: simulation and reality, the student role, the teaching role, feedback and assessment and reflective learning.

It is hoped that the practical experience described here will be of some benefit to journalism educators planning the establishment of newsrooms in their own institutions and the analysis of a living project will provide the springboard for further research into experiential learning in journalism education.

The newsroom and the publications produced in the newsroom at LCC have developed against a backdrop of enormous and continuing change in the media industry since its inception in 1994.

The newsroom now provides a print and online production facility for courses in the LCC Journalism Department including BA and FDA journalism, FDA sports journalism, BA photojournalism and a post graduate/MA journalism course. This case study relates predominantly to projects involving undergraduate students.

Experiential Learning and the newsroom

Finding ways to mirror the real journalistic experience within the educational environment is nothing new to journalism educators. Since journalism has been ‘taught’ educators have devised ways of replicating the workplace environment through ‘news days’, through the production of magazines and newspapers or radio and TV news bulletins and programmes..

The ‘solution’ for the journalism department at the London College of Communication was to set up a newsroom which is a unique mix of simulation and reality. It is simulation because the newsroom and its activity exists within the educational environment, giving students space for error and experimentation under the watchful eye of a team of tutor/mentors, and yet it is real because the deadlines, for the daily updates of the website and for the weekly production of the newspaper are very real.

The weekly newspaper, Arts London News, printed as part of a sponsorship agreement between the LCC and News International Newspapers, is tied into an external printing schedule. The printing deadline is negotiated but finally set by the company enforcing a sharp reality onto its production. The associated website www.artslondononline.co.uk, is updated daily and goes out live on the internet.

What the simulation provides

- Sheltered educational environment
- Space for error and experimentation
- Room for tutor intervention
- Time for reflection
- The opportunity to learn how to work with others

What the reality provides

- Real deadlines
- Speed of a real production situation
- Exposure to a real audience and audience feedback
- The need to constantly adapt to change
- The interpersonal skills and self discipline necessary in a professional newsroom environment

The newsroom was established to break the mould of the formal classroom experience for journalism students at LCC. It was and is an attempt to bring a professional environment and professional practice into the learning environment and the everyday learning experience.

This break from the norm in educating for the professions is well supported by educational theorists. Donald A Schon (1983) argued against the usual model of training which he termed 'Technical Rationality'. This can be seen as a method of charging students up with knowledge in the educational institution so they could discharge that knowledge when they enter the world of practice.

We attempt to involve students fully in journalism practice while at the same time finding ways of enabling them to reflect on that practice as part of the learning process. Again Schon confirms this approach: "The cultivation of the capacity to reflect IN action (while doing something) and ON action (after you have done it) has become an important feature of professional training programmes in many disciplines."

The importance of reflection, as part of the learning process, has been emphasised by many educational theorists. Reflective observation is the second stage of the David Kolb's learning cycle after what he describes as the all important 'immediate or concrete experience'.

The newsroom environment at LCC matches well the affectively complex learning environment (Kolb 1984 p198).

“Affectively complex learning environments are ones in which the emphasis is on experiencing what it is actually like to be a professional in the field under study. Learners are engaged in activities which simulate or mirror what they would do as graduates and they are encouraged to reflect upon an experience to generate these insights and feelings about themselves. The information discussed and generated is more often current/immediate. It often comes from expressions of feelings, values, opinions by the learner in discussions with peers or the teacher. Such expressions of feelings are encouraged and seen as productive inputs to the learning process. The learner’s activities often vary from any prior schedule as a result of the learner’s needs. The teacher serves as a role model for the field or profession. Relating to learners on a personal basis and more often as a colleague than an authority. Feedback is personalized with regard to each individual’s needs and goals, as opposed to comparative. It can come from both peers and the teacher. There is accepted discussion and critique of how the course is proceeding, and thus, specific events within a single class session are often more emergent than prescribed.”

Establishing a professional environment

The newsroom at LCC was first established in 1994 when the college was known as the London College of Printing. The newsroom was, and continues to be, developed in line with changes in the industry itself. The late ‘80s and early ‘90s saw the rapid development of computerised newsrooms in magazine publishing houses and newspaper establishments throughout the UK. Just ten years later these developments,

big enough in themselves, were totally overshadowed by the developments towards digital convergence in journalism and the whole media industry.

The newsroom at LCC has gone through numerous incarnations over the years. It has grown in size to accommodate the growth in student numbers and is constantly reconfigured in line with changes and developments in working practices in industry. We have always aimed for the greatest level of flexibility within the allocated newsroom space to allow for the greatest flexibility in reconfiguration of working arrangements. In the early days we found we needed to reconfigure the newsroom about every two years, today we need to reconfigure about every six months. The one constant in the newsroom is change.

We aimed for an industry standard from the outset and looked at several industry models before equipping the first newsroom with off-the-shelf Apple hardware and developing a production/content management system using a folder/basket system dependent on the manual shifting of content. We looked at many commercial solutions for content management systems but all proved too cost prohibitive. The one we adopted was relatively cheap, relatively simple and has served us well. Only now with the extra demands of convergence journalism across a number of platforms are we looking to develop a more integrated system.

We have stayed with Apple hardware over the years. At times we've engaged in the 'Mac' versus 'PC' argument and have looked to a mix of hardware solutions when faced with issues of compatibility, but the cost argument, in the main, has kept us on the Apple Mac route. We have always tried to keep to a policy of going for the latest

developments in both hardware and software and have tried not to sacrifice quality for quantity, even though at times there has been considerable pressure to go for cheaper options. Keeping at the cutting edge of the technology we have to be the driver for change and development in the newsroom and in our editorial projects.

The hardware and software was not however our main focus when first setting up the newsroom. This was content and we looked to the industry content providers and news gatherers as sources of raw news: the Press Association, Associated Press and Reuters. In 1994 Reuters offered the college free access to national and international news feeds, plus sports and graphic material. The college however declined the offer because of a further incurred annual cost and the newsroom never secured that link. From then on we used and continue to use our students as beat reporters and news gatherers. We subsequently used a range of forward planning agencies to aid our news gathering, some paid for and some free. Today the increased access to 24-hour rolling news, the access to countless news outlets on the web and myriad social media outlets from Twitter to Facebook provide further sources of news. It would however have been beneficial to forge that link with industry and take advantage of all the benefits which might have ensued from such a relationship with an important industry player.

But whatever the available assets the most vital is the dedicated newsroom space itself. With the acceptance of the need for such a space comes the acceptance of the role of the newsroom in the journalism educational experience.

The development of editorial projects

At first the newsroom at LCP/LCC was used mainly for print production teaching, sub editing and page make-up, but it soon became obvious that we could and should move to full scale newspaper or magazine production in order to mirror more closely a full scale journalism environment .

From an eight- page publication with a print run of 300 in 1994, the newspaper progressed through several name changes, ‘Clerkenwell Guardian’, ‘The Back Hill Reporter’, ‘The Reporter’, ‘LCC News’ and also changes in pagination size and content.

In 1997 an agreement was reached between the college and the corporate affairs department at News International Newspapers, where staff had contacts, for the free printing of the newspaper which has been maintained since then and has provided the backbone for development of the newspaper.

1997 was also significant, being the year in which the journalism department finally secured access to the internet soon after the university (or the London Institute as it then was) had become part of the Joint Academic Network (JANET). We immediately launched an associated website for the weekly newspaper.

Today the newspaper, now named Arts London News is a 32-page full-colour weekly with a print run of 10,000, distributed free throughout the academic year to the 20,000

students at the six colleges of the University of the Arts, London and the associated website www.artslondonnewsonline.co.uk publishes daily.

The newsroom project as a tool for learning and teaching

The newsroom project structure in effect replaces the usual lesson plan and follows the structure of any professional newsroom. As with a lesson plan, everything is worked out by the teaching team in advance and this planning is key. Students apply for the whole range of jobs/roles. (Application forms and jobs list in Appendix 1) Each role has a job description (Appendix 2). All scheduling of editorial conferences, section meetings, advertising and page deadlines are also planned in advance by teaching staff. Teaching staff work consciously from their experience and knowledge of the professional newsroom environment in the production of newspapers and websites and bring that into the newsroom in the educational environment. But while teaching staff do the original planning, students become increasingly involved during the day-to-day operation (See four-day schedule Appendix 3) as their knowledge and confidence grows.

The newspaper and website exist as established products just as they would in the professional environment with an established audience with expectations, not least that the newspaper will come out on the scheduled day. The newspaper is produced weekly in term time but the student audience has come to expect daily content on the website. The student journalists must respond to these demands and are required to act swiftly in getting up to speed in producing real live news. This puts a far greater

pressure on students than news reporting or feature writing exercises generated in the normal classroom situation.

The student role

All undergraduate journalism students work on the project for at least two terms (approximately eight weeks each term). They work first in roles as content providers and then take on editorial management or production roles. Students working as content providers follow a two-days a week schedule and those in editorial management or production roles follow a four -day schedule. The two-day schedule allows for other timetabling to be worked around the project.

FDA (two year foundation degree) students, following a more vocational course, work on the project over all three terms of their final year. One term as content providers and for two terms as editorial managers, section editors or in production roles, This gives these students in particular an opportunity to experience a wide variety of roles and to develop a wide range of skills.

A final selection of student journalism staff is made by the teaching team and if possible students are given the role they apply for. Staff are aware that journalism students, particularly at undergraduate level, are developing a wide range of journalism skills. Of the students taking on content provider roles some are developing a particular interest in news while others may have more of an interest in features, lifestyle or sports. Likewise when applying for editorial management and production roles students will again make choices based on a particular aptitude or

interest, but increasingly, in an age of convergence, students opt to cover the widest range of journalism skills made available through the project.

It has been found that students sometimes apply for a role to advance a particular career path while others, although less frequently, select roles in order to overcome a perceived weakness. There is however room in the project for staff to ensure that an individual student gets the maximum out of the experience.

It isn't always possible of course to give the student the role they want as inevitably some roles are more popular than others or are perceived to be of a higher status.

Teaching staff, in making the final selection, strive to ensure there is a fair and appropriate distribution of roles.

The student staff team changes each term giving each student approximately eight weeks in any one role. In the early days of the project students changed roles even more frequently but this was found to give students insufficient opportunity to come to grips with a role.

Role play and real roles

Simulated role play in the educational environment is a common experiential learning device, but such is the mix of simulation and reality in the LCC newsroom project that taking on a role in this situation ceases to have any association with 'play'.

Students acknowledge they are taking on real roles, with real responsibilities and outcomes. We have found we can take on board all the benefits of role play and similar 'experiential' exercises: first hand experience, motivation through activity, high levels of interest, the removal of teacher/student polarization, but with few of the

usual drawbacks: time consuming preparation, reluctance to participate, unpredictable learning and dangers of stress.

Other motivating factors

Attendance is not compulsory, although students would find great difficulty in passing assessment of a project such as this particularly if they failed to attend. We have always found both high levels of attendance and participation throughout the editorial project. As in all group work some students will be more motivated, or indeed more self motivated, than others but in general the intrinsic benefit of group learning, with students sharing responsibility for achievement and where there is less risk of personal failure have a proved motivating factors for the majority.

Problems of status can and do arise between groups, but the present arrangement, where second year BA students work first as content providers to (FDA) foundation degree students, who by this point have experienced two terms on the project, has done much to alleviate some of the issues.

The teaching role

In the newsroom educational environment teaching staff take on responsibility for overseeing a particular section, news, features, sports supplements, print production, online production, picture desk etc depending on their own specialism. The teaching staff to student ratio in each section is approximately one to 12.

The main teaching method is tutorial supervision with teaching staff in attendance at key editorial conferences, section meetings and the main weekly debrief/ feedback session.

We introduced what we saw as a new role for the tutor. We took a cue from the usual practice of a student on work experience shadowing a journalist in the newsroom and turned this on its head. In the LCC newsroom the professional journalist/ tutor shadows the student in action. As described in the affectively complex learning environment ‘the teacher serves as a role model ...relating to learners on a personalized basis and more often as colleague than an authority.’

This view of the teacher as a colleague rather than an authority figure can prove problematic for both student and teacher. Teachers must be aware that their authority will sometimes be challenged by students and students have to be encouraged to take more responsibility for their own actions and decision making. Kolb also emphasises a further role for the tutor/mentor. He argues “real reflective practice needs another person as a mentor or professional supervisor, who can ask appropriate questions to ensure that the reflection goes somewhere and does not get bogged down in self-justification , self indulgence and self pity.”

Teaching large groups

One of the biggest challenges of newspaper and online production in the newsroom in the educational environment has been management and organisation for teaching in large groups. Production of the first publication involved the final year cohorts from just two undergraduate courses, some 60 students, approximately 30 each from the

final year cohorts of BA Journalism and HND Journalism (forerunner of the current two-year vocational FDA Journalism course). By 2008/9 numbers of students at any one time involved in the project had more than doubled to around 100 students, albeit now from five cohorts from four undergraduate courses.

Teaching staff numbers have remained fairly constant over the years at around eight with at first one, and now, two full-time technicians. This increase in student numbers relative to teaching staff is reflective of the change in staff student ratios (SSRs) over the time span of the project. Wherever possible full-time teaching staff are involved in the project as their hours can be timetabled around other classes making for a much more economical use of resources.

The key to managing the large groups has been the subdivision into smaller groups, as described above, with a member of staff responsible for each area: news, features, sport, production, picture desk etc.

How the newsroom work is assessed

Work on the newsroom editorial project forms a major part of assessed course work for all final year undergraduate journalism students.

Students are provided with a unit handbook customised for their own particular course. The handbook spells out the course aims and objectives and identifies the learning outcomes for the project as a whole. There is a written brief for each assessed part of the project.

Students are assessed on each term's work. Those working as content providers (the two- day schedule) submit work to section editors who pass this on to the assigned section tutor. This allows the tutor both to keep a check on the work rate of each student together with the work rate of the whole team and also to make formative assessment of each individual student. Summative assessment takes place at the end of term after inspection of a total portfolio of work submitted by each student. (This will contain a range of material (copy/text for print or copy /text, audio, video or other forms of multi media for output online). Students working as editorial executives or as part of production teams (the four-day schedule) submit a reflective report (2,500 words), at the end of the term, to their assigned section tutor.

We have found the form of assessment can be easily adapted to meet the requirements of each individual course

Peer to peer feedback

Feedback during the day to day running of the project is predominantly peer to peer with teaching staff in attendance at key points, intervening as necessary. A major one-hour debriefing session also takes place once a week. This is again student-led.

Section editors make an assessment of the work of their teams and give feedback on the week's activity to an audience of the full editorial team (approximately 100 students). Students talk to a backdrop of their work. Pages of the newspaper and the online site are projected onto a screen on a lecture theatre stage

Some students find peer-to-peer feedback difficult at first and take time to adjust to this form of assessment. Students are therefore made aware that staff are constantly making an assessment of individual as well as team performance. Students are also offered a minimum of one formal tutorial with their assigned tutor each term should particular problems arise or if the student feels unable to make an assessment of their own progress. The predominant experience has been, that such is the generally highly charged atmosphere of the learning environment, that many issues are generally resolved in the day to day first hand contact with a tutor or with their peers and sometimes with a mixture of both, rather than through more formal tutorial sessions.

The reflective assignment

The main summative assessment is through the end of term reflective assignment completed after the student has spent a term in a production or management role and has been working for four days a week on the project. Students are assessed on a written report in which they analyse their own performance, the team performance and the strengths and weaknesses of the product. (See assessment brief Appendix 4).

The assessment brief for the project is in line with the learning sequence developed by Kolb (1984). The first stage of the sequence is carrying out particular tasks or practices, the second is to describe, reflect and generate feedback on that practice, drawing parallels with previous practice, while planning and making decisions about how the task could be better accomplished, and then putting the new plans into practice through further action. Kolb's theories emphasise that the student learns best

when an active participant, taking responsibility for their own learning and relating what they are learning closely to their own aims and ambitions. Kolb stressed though that without reflection on that experience the learning potential generated is lost. Throughout the project we have consciously made time for reflection through creating opportunities for each individual student to engage constantly in discussion with others, both peers and teachers, in small and large group situations, through editorial conferences and the main feedback sessions and perhaps most concretely through the final written reflective assignments. It's important to note that this emphasis on reflection, though present in the professional newsroom environment, through similar editorial conferences, rightly has more emphasis in the newsroom in the educational environment.

Staff constantly feed back into the project the points and issues raised by the students in the reflective reports.

How the newsroom helps shape curriculum

For teaching staff the newsroom has always provided an invaluable guide as to the effectiveness of teaching programmes leading up to work on the editorial project.

We thought we were on track to convergence in our teaching programmes but felt this input was not coming through into the newsroom experience. We found students generally ill prepared for some newsroom tasks and made a decision to revalidate all our journalism courses for convergence in 2007. This forced us to take a good look at how, as journalist educators, we were matching up and also forced us to turn outwards to industry to see how the industry was itself tackling the issue of multi skilling and convergence.

Industry input

We felt ourselves fortunate, because just as we were turning to industry, sections of the industry were looking to the educational institutions. We soon realised that no one had the solution and that some sections of industry at this time of great change were as keen to learn from us as we were from them. Some were looking to students for ready made content for their expanding online video platforms and some were also looking for new blood in the form of technically savvy graduates.

Our experience with one major TV company, ITN, was that they were looking for both. They visited our journalism department in 2007 encouraging students to create or submit video content for the ITN ON portal, then in early 2008 our journalism students were invited to ITN ON's experimental set up in London with a view to recruitment. It was interesting that this predominantly broadcast operation recruited print journalism students to provide text for their online portal rather than those who had specialised in broadcast.

As our new convergence units got up and running in 2008/9 we were able to attract a wide range of industry speakers from a diverse spectrum of industry, from the BBC to The Sun online. It was interesting that while they came to tell us what they were doing they were just as interested in our experience and attempts to come to terms with a rapidly developing situation.

A sharp learning curve for teaching staff

As we moved through the 2008/09 academic session with our newly validated courses our students were starting to be better equipped to produce more varied content across a variety of platforms but we were aware our newsroom still wasn't a converged operation.

Reflecting on the situation at the close of the session in 2008/9 teaching staff acknowledged that development to convergence didn't mean just the addition of video and audio or picture galleries for the online site. The problem was we were still producing separately for separate platforms, print and online. We had two news editor , two features editors, two sports editors all working against each other rather than working together as one team to produce a converged product, Arts London News. We finally acknowledged we needed real organisational and structural change throughout the newsroom to begin to achieve convergence. We needed both a change in student and teaching staff roles and also a change in student and teaching staff attitudes to make any real change and development. We had had a constant mantra throughout the previous year of 'online first' but had failed to put any real structures in place to make this happen. In reality we were fearful of the changes that had to be undertaken.

We made tentative plans to address the situation at the start of the academic year 2009/10. We decided to instigate a new roles structure incorporating just one news editor and a deputy to cover both platforms, print and online. The effect was electric. The students in the news editor and deputy made enormous developments. The

features editors for print and online demanded to the same structure. Other students didn't even ask but instinctively moved to this way of working.

This experience made us realise, more strongly than ever, that the newsroom has its own dynamic and is a force for change in both aiding the development of professional working practices and as a learning tool.

Summary and conclusion

Has the newsroom then, in the educational environment at LCC, survived its examination? There's no doubt it is an invaluable teaching and learning tool. Its particular strength being is its capacity to incorporate both the benefits of an educational environment and the benefits of a professional environment.

It has helped in shaping curriculum and is a guide to the development of teaching programmes in other units of journalism courses. Recent experience has shown that even closer attention must be paid to the structure of the newsroom teaching and learning itself if it is to continue to properly fulfill this role.

The study has revealed the importance of reflective learning, not only for students but also for teaching staff. When analysing staff responses to a rapidly changing situation in recent times – we were found wanting. Teaching staff must constantly reflect on practice and be ready and prepared to act to ensure the continuing development of the newsroom.

The newsroom has always provided the incentive for turning teaching staff out to and for building close working relationships with industry. This is especially important in a time of such radical change. The newsroom in the educational institution, aligned with industry partners could provide a real laboratory for change in these challenging times.

Continuing research into this and similar projects in other educational institutions could provide a wealth of knowledge for both education and industry.

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APPENDIX 1

FDA Journalism Year 2/FDA Sports Journalism Year 2/BA Journalism Year 2

NAME.....

**APPLICATION FORM FOR ROLES ON ARTS LONDON NEWS
TERM THREE 2009/10**

**FULL-TIME ROLES FDAJ2 AND FDA SPORTSJ2 (FOUR DAYS)
(Indicate your order of preference from 1-10)**

- Managing Editor.....(...)
- Print Output Editor.....(...)
- Online Output Editor.....(...)
- Interactive Editor.....(...)
- Distribution and Promotions Manager.....(...)
- Advertising and Promotions Manager (1)..... (...)
- Advertising and promotions Manager (2).....(...)
- News Editor..... (...)
- Deputy News Editor.....(...)
- Assistant News Editor LCC.....(...)
- Assistant News Editor CSM.....(...)
- Assistant News Editor LCF.....(...)
- Assistant News Editor CCW.....(...)
- Features Editor.....(...)
- Deputy Features Editor.....(...)
- Reviews Editor.....(...)
- Deputy Reviews Editor.....(...)
- Lifestyle Editor.....(...)
- Deputy Lifestyle Editor.....(...)
- Sports Editor.....(...)
- Deputy Sports Editor.....(...)
- Production Editor Print.....(...)
- Chief Sub Editor Print.....(...)
- Layout Sub Editors x 6.....(...)
- Production Manager Online..... (...)
- Chief Sub Editor Online.....(...)
- Multi Media Editor.....(...)
- Multi Media Producers x 6.....(...)
- Supplements Editor.....(...)
- Chief Sub Editor.....(...)
- Layout Sub Editors Supplements x2.....(...)

PART-TIME ROLES BAJ2 (TWO DAYS)

Indicate first, second, third and fourth choice

News () Features () Sport () Supplements ()

APPENDIX 2

EXAMPLES OF A JOB DESCRIPTION

MANAGING EDITOR

Your main role is to oversee the output on all platforms, both online and print, to ensure the highest standard of content and journalism is applied in all cases.

You will be required to build strong links between the online site and newspaper and will work with the news editor, the deputy news editor, the assistant editor print and the assistant editor online to make connections between the two editions.

You will suggest ways of developing story ideas across the platforms for print, audio, video and online. You should co-ordinate all output across all platforms to ensure consistency of coverage and no duplication between platforms.

You will report to the project leader, you will have a desk and a computer in the newsroom, be provided with office equipment and access to a telephone.

KEY RESPONSIBILITIES:

- Chair the weekly forward planning conference (Thursdays) with assistant managing editor (taking minutes). Attending will be news editor, the deputy news editor, advertising and promotions manager and deputy, assistant news editors, features editor and deputy, reviews editor and deputy, lifestyle editor and deputy, sports editor and deputy, supplements editor, audio/video editor, picture editor;
- Create an online diary of forthcoming events which is the basis of the forward planning meeting;
- Together with the news editors keep a visual forward planning diary on the news-room whiteboard and encourage all news staff to add items to the diaries;
- Check the Foresight News and other planning sites regularly to keep up with upcoming events, add these to the diaries and discuss items with relevant editors - pass on hard copy items to the assistant managing editor for filing;
- Attend all editorial conferences for all platforms;
- Suggest news and feature ideas as required;
- Re-write copy as required;
- Contribute at least weekly to the online editors blog;
- Attend news, features and any other departmental conferences as directed or as you deem necessary;
- Attend all training sessions and familiarise yourself with all aspects of the ALN Content Management System;
- Work with content providers, editors, their deputies and the assistant editors to develop cross platform content.

ASSESSMENT REQUIREMENTS:

You will be assessed continuously and you will be required to provide:

1. A written report on the project and your role in it;
2. Submission of management material (e.g. copies of minutes and story lists)

APPENDIX 3

EXAMPLE PAGE OF FOUR-DAY SCHEDULE

MONDAY

10.00 –11.00 NEWS CONFERENCE (PC/RM/KH/NT/SJD) **NEWS CONTENT PROVIDERS, NEWS EDITOR, DEPUTY NEWS EDITOR (TO TAKE MINUTES), ASSISTANT NEWS EDITORS (COLLEGES), MANAGING EDITOR, OUTPUT EDITOR (ONLINE), OUTPUT EDITOR (PRINT), PICTURE EDITOR, ASSISTANT PICTURE EDITOR NEWS, NEWS PHOTOGRAPHER/S, MULTIMEDIA EDITOR, (ROOM T141)**

10.00 – 11.00 **SUPPLEMENTS CONFERENCE (SD)** – SUPPLEMENTS EDITOR, CHIEF SUB SUPPLEMENTS, LAYOUT SUB EDITOR SUPPLEMENTS, ASSISTANT PICTURE EDITOR SUPPLEMENTS. ROOM M202

10.00 – 11.00 **PRODUCTION CONFERENCE (SF)** PRODUCTION MANAGER (PRINT), CHIEF SUB EDITOR (PRINT), CHIEF SUB (SUPPLEMENTS), LAYOUT SUB EDITORS, (PRODUCTION DPT NEWSROOM M203

10.15

10.30

10.45

11.00 – 11.30 **DISTRIBUTION MEETING (KH) (CONTINUES ON FROM NEWS CONFERENCE)** – DISTRIBUTION MANAGER, ASSISTANT NEWS EDITORS (COLLEGES) – (ROOM T141)???????

11.00 –12.00 **FEATURES CONFERENCE (AS)** FEATURES CONTENT PROVIDERS, FEATURES EDITOR, DEPUTY FEATURES EDITOR, ASSISTANT PICTURE EDITOR FEATURES, FEATURES PHOTOGRAPHER/S, MULTI MEDIA EDITOR AND/OR MULTI MEDIA PRODUCER FEATURES (ROOM T88)

11.00 – 12.00 **SPORTS CONFERENCE (AC)** SPORTS CONTENT PROVIDERS, SPORTS EDITOR, DEPUTY SPORTS EDITOR, ASSISTANT PICTURE EDITOR SPORT, SPORTS PHOTOGRAPHER/S, MULTI MEDIA EDITOR AND/OR MULTI MEDIA PRODUCER SPORT (ROOM 143)

11.15

11.45

12.00 – 12.30 **ADVERTISING MEETING (KH)** – ADVERTISING AND MARKETING MANAGER (PRINT), DEPUTY ADVERTISING AND MARKETING MANAGER (KH/RM ROOM M203A)

12.15

12.30

12.45

13.00 – 14.00 **PICTURE DESK CONFERENCE (NT)** PICTURE EDITOR, DEPUTY PICTURE EDITOR, ASSISTANT PICTURE EDITOR NEWS, ASSISTANT PICTURE EDITOR FEATURES, ASSISTANT PICTURE EDITOR SUPPLEMENTS, ASSISTANT PICTURE EDITOR SPORT, PHOTOGRAPHERS– (ROOM T88)

13.15

13.30 –14.00 **INTERACTIVE EDITOR'S MEETING (KH) ROOM M203A**

13.45

14.00 – 15.00 **MULTI MEDIA EDITOR'S CONFERENCE/TRAINING (SJD)** MULTI MEDIA EDITOR, MULTI MEDIA PRODUCERS, NEWS, SPORTS, FEATURES AND SUPPLEMENTS CONTENT PROVIDERS INVOLVED IN MULTI MEDIA PRODUCTION (ROOM T116)

14.00 – 14.30 **EDITOR'S MEETING (KH)** MANAGING EDITOR. PRINT OUTPUT EDITOR, ONLINE OUTPUT EDITOR (M203A)

14.15

14.30

14.45

15.00- 16.00 EDITORIAL CONFERENCE – MANAGING EDITOR (CHAIRS MEETING AND TAKES MINUTES), ONLINE OUTPUT EDITOR, PRINT OUTPUT EDITOR, NEWS EDITOR, FEATURES EDITOR, SPORTS EDITOR, REVIEWS EDITOR, LIFESTYLE EDITOR, SUPPLEMENTS EDITOR, ADVERTISING AND MARKETING MANAGER, DISTRIBUTION AND MARKETING MANAGER, PRODUCTION MANAGER PRINT, PRODUCTION MANAGER ONLINE, PICTURE EDITOR, MULTI MEDIA EDITOR – RM/KH (M142)

15.15

15.30

15.45

16.00 ONLINE COPY LEGALS CHECK 9RM/ ONLINE OUTPUT EDITOR

16.15

16.30

16.45 PASS FOR PRESS (PRINT OUTPUT EDITOR/KH) – MAIN PAPER: PAGES 18-20 (REVIEWS AND AD), 11 (PROFILE), 16&17 (LIFESTYLE), 22&23 (SPORTS FEATURE).

17.00 FIRST SECTION OF PRINT EDITION READY FOR TECHNICIAN (PRODUCTION EDITOR (PRINT) & NEWSROOM TECHNICIAN)

APPENDIX 4

EXAMPLE OF AN ASSESSMENT BRIEF

FDA JOURNALISM AND FDA SPORTS J YEAR TWO

EDITORIAL PROJECT /ARTS LONDON NEWS

ASSESSMENT BRIEF – TERM TWO

You will be assessed this term in relation to your performance in your allocated role and on a written assessment of your performance and of Arts London News as a product. This term's assessment carries 40 percent of the total unit grade.

The specific Assessment and Grading Criteria for your performance and the report on your allocated role are:

To achieve a **Grade A** you must demonstrate a professional level of competence in your assigned role, have a proven ability of working well with others and produce a written report analysing your effectiveness in your own role, the effectiveness of the team and the quality of the product.

To achieve a **Grade B** you must demonstrate a high level of competence in your assigned role, work well with others and produce a written report showing an ability to analyse your own role, the role of the team and the product.

To achieve a **Grade C** you must demonstrate a good level of competence in your assigned role, show you have the ability to work well with others and produce a written report making some analysis of your own role, the role of others and the product.

To achieve a **Grade D** you must demonstrate competence in your assigned role, show an ability to work with others and produce a written report assessing your own role, the role of other team members and the product.

You will be awarded a **Grade E** if you demonstrate a lack of basic competence in your assigned role, prove unable to work with others and/or produce a written report which fails to make any assessment or analysis of your role or the product.

Your report, a maximum of 2,500 words, should be set out in the following way:

1. Cover page: Job title
2. Job Description: This should be copied from the original briefing document and included as the first item in your report.
3. Assessment of Arts London News: An analysis of the strengths and weaknesses of Arts London News as a product.
4. Suggestions for Improvement: Again, within the existing constraints, outline ways in which the online site and the newspaper could have been better as a product. You can suggest changes in the content or changes in design style.

5. Assessment of your own performance: Discuss your strengths and weakness as revealed by the project. Discuss what you were able to show you can do and just as importantly, what you have learned through the project.
6. Assess the team performance:
 - A) In your area of work
 - B) On the project as a whole

You should also attach examples of management material generated by yourself during the project (News lists, features lists, minutes of conferences and meetings, specific layouts as examples of points made in your report or examples of online pages you have created and want to draw to the attention of the assessor etc). The report should be well presented, double spaced and will be examined for literals as well as content.

(Deadline is 12 noon on Thursday March 4, 2010. You will have a full week at the end of the project to prepare this report.

Work should be submitted, for the attention of Kathy Hilton, the unit leader, to the Media Office and signed in on an assessment form.)