Journalism 2.0:
Exploring the Impact of Mobile and Social Media on Journalism Education

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ABSTRACT

This paper explores the impact of social media upon journalism education from two perspectives: both from the pedagogical changes Web 2.0 and mobile devices enable, and within the context of the changes in journalism that social media use are driving. A participatory action research approach was adopted, beginning with the establishment of a lecturer community of practice focusing upon exploring pedagogical change enabled by mobile social media while allowing the project to develop within a series of reflective interventions within the course. These interventions included the use of Twitter, blogging, QR Codes, and Facebook as part of authentic scenarios throughout the course. Drawing on this experience, the paper presents an emergent framework for a response to social media within journalism education, illustrating the positive impact of integrating the use of mobile social media on student engagement, collaboration and contextualising theory within authentic learning environments.

Keywords: Journalism, Participatory Action, Pedagogy 2.0, Reflective Interventions, Social Media, Web 2.0

INTRODUCTION

Journalism is in crisis (Hall, 2005; Hirst, 2011; McChesney & Nichols, 2010); how does traditional journalism respond to a world where consumer preference is for music that is now distributed via the Internet rather than purchased on CDs, video that is streamed either live or on demand rather than DVD, and news that is distributed via a host of social media channels such as Twitter, YouTube, Facebook and viewed on mobile devices such as the iPad rather than traditional print media? Fairfax media recently announced 1900 job losses within the traditional

print industry in Australia as a direct result of the impact of mobile social media uptake (http://tvnz.co.nz/business-news/fairfax-axe-1900-jobs-video-4935480). In February 2012 the Guardian (Rusbridger, 2012) presented their view of how journalism is changing in response to the impact of mobile and social media within a fictitious revamp of the classic three little pigs fairy tale shared on YouTube (http://www.youtube.com/watch?v=vDGrfhJH1P4). In this paper, we argue that not only is traditional journalism in crisis but journalism education also needs to respond to the implications of the impact of social media.

The Internet has transformed the news industry: its ability to make money, the means it uses to distribute its product and the way news workers practise their trade. The rise of social media sites has even affected the nature of journalistic identity, altering how journalists are viewed and how they view themselves. The editor in chief of The Guardian newspaper and executive editor of its sister Sunday paper, The Observer, writes that in the past journalists were considered figures of authority because they had the access to news sources. They were the gatekeepers and the public trusted them to set the news agenda and to tell the important stories of the day accurately, fairly and quickly. Now many readers want to make their own judgements, create their own content and learn from peers as much as from traditional media sources (Rusbridger, 2011, p. 87).

Consequently, there has been a decline in the number of people relying on conventional sources of news. According to the most recent study by the Pew Research Center for the People and the Press (2011) in the United States more people in the 18 to 20 age bracket (65 percent) now say they get their news from the Internet and only 21 percent cite newspapers as their main source. Even among the over 50's, 34 percent use the Internet to access the news while 38 percent read a newspaper. Further, more people are getting news via smartphones, tablets and other mobile devices. In fact nearly half of American adults claim to get some local news and information on their cellphone or tablet computer (Rosenstiel, Mitchell, Rainie, & Purcell, 2011).

It's a situation that has been developing in the fifteen years since most newspapers went online and this period has seen a long-term decline in newspaper sales. Between 2005 and 2009 newspaper companies saw drops in circulation in North America (11 percent), Western Europe (8 percent) and Oceania (6 percent). The biggest declines in the UK (15.9 percent) and US (13.3 percent) coincided with two of the highest penetrations of social media. The third country with a high social media use, Australia, saw a smaller decline in newspaper circulation of 2.5 percent (The Economist, July 19, 2011, p4).

With increasing numbers of consumers getting their news for free online, it is clear that the traditional media business models are no longer working and new ways of thinking about news gathering, distribution and the news audience are required. Some news organisations are adjusting well, recognising the opportunities afforded to those willing to adapt.

Television news now includes significant amounts of amateur footage, often taken from video-sharing websites such as YouTube. During events such as the London riots and the Oslo bombing some of the most dramatic pictures came from amateurs. The unsteady shots, often including the voice-over reaction of the person holding the camera, add an honesty and authenticity to the footage that viewers respond to. During the Arab Spring, Al Jazeera aggregated social media content, including YouTube video, material from Facebook and Twitter messages and delivered it to its television viewers, many of whom did not have access to the Internet. Journalists at the BBC constantly monitor Twitter and use postings either to gauge opinion, get reaction to or eye witness accounts of events or to drive the public to their news site.

Rusbridger (2011), one of the pioneers of innovative web journalism, describes these new practices as offering a partnership with the audience, creating a mutualised news organisation where there is a democracy of ideas and information. He believes that collaboration

between journalists and readers makes for better and more effective storytelling. In this new environment, readers, listeners and viewers have the chance to become more than passive consumers of news. However journalists using or learning to use social media need to be aware of the possible pitfalls. They must learn:

1. How to filter huge volumes of information. Who is good to follow and who will fill their in-box with irrelevant information.
2. How to build a community of followers and feed them information without scooping their own organisation.
3. How to identify fake Twitter accounts.
4. How to avoiding lazy journalism that uses social media sites for a quick but weak angle on important stories.
5. That social media is a public forum and requires professional behaviour.

In response to these emerging issues, the authors decided to explore the possibilities and implications of journalism 2.0 within the context of journalism education. Journalism 2.0 as defined by the authors of this paper involves the exploration of two parallel aspects of social media in journalism education: exploring the embedding and modelling of social media in the delivery and pedagogy of a journalism course, and the exploration of the use and impact of social media on the practice of journalism in authentic contexts. This is based in the collaboration between an educational technology expert and experienced journalism lecturers within the framework of a community of practice (COP) investigating the potential of social media in the context of journalism education. Beginning in 2011, this was the first foray into integrating the use of social and mobile web 2.0 within the delivery of the journalism course, and the technology steward's previous mobile web 2.0 experiences in a variety of educational contexts were used to broker examples of mobile web 2.0 pedagogy to the journalism lecturers.

While there is a significant body of literature exploring the pedagogical affordances of web 2.0 (McLoughlin & Lee, 2010) and mobile

learning (Traxler, 2011), these two are seldom explicitly linked, and there is limited available literature on the pedagogical impact of these tools within the specific context of journalism education, see for example Ashton (2009). Therefore the lecturer COP began by exploring learning theories and pedagogical frameworks that can inform, support, and critique these innovations in communication studies and journalism. These included: Social Constructivism, Communities of Practice, Authentic Learning, Pedagogy 2.0, and Learner Generated Contexts. The paper discusses plans to build on this to create a foundation for potential international collaboration between student groups and industry experts. For example: (Cochrane, 2010b; Cochrane et al., 2011).

Theoretical Frameworks

This section introduces the foundational learning theory and pedagogical frameworks that inform the choice and use of social media within the project, including: Social Constructivism, Communities Of Practice, Authentic Learning, Pedagogy 2.0, Mlearning, and Learner Generated Contexts. These were chosen to inform the design of the project as they provide a critical framework for the context of journalism education where communication and teamwork are essential capabilities for journalism graduates.

Social Constructivism

According to theorists such as Vygotsky (1978) learning is a social process involving student exploration guided by more experienced peers. This interaction with experts provides learners with the potential to learn more than they could individually, increasing their zone of proximal development. Social constructivism forms a theoretical foundation for social learning theories and frameworks such as communities of practice and pedagogy 2.0 that are enabled by the use of social media (Wenger, White, & Smith, 2009; Wenger, White, Smith, & Rowe, 2005). Kirschner, Sweller, and Clark (2006) critique constructivism as a fashionable but inefficient way to teach in comparison to guided

instruction, however in reply a much more balanced view has been presented by Tobias and Duffy (2009) who argue that education is much more than memorizing teacher-delivered content. The relevance of social constructivism as an epistemological foundation for journalism education has been argued by educators such as Poerksen (2011), and Irby (1992).

Communities of Practice

Communities of practice (COP) is a social learning theory (Lave & Wenger, 1991; Wenger, 1998; Wenger, et al., 2009) that emphasises the process of developing membership in a community from initial peripheral participation to full participation as core members of the learning community. Based upon an apprenticeship model of teaching and learning, COP theory provides a foundation for critiquing and analysing Journalism education in a profession that has traditionally involved learning on the job from the more experienced Journalists, and earning your stripes in a competitive industry. Key concepts in COP theory include technology stewardship (Wenger et al., 2009), the production of boundary objects as reified activities of the COP (Star, 2010), and transferring practice across COP boundaries via brokering (Wenger, 1998).

Authentic Learning

According to Herrington and Herrington (2006a), higher education is largely characterised by delivery of decontextualized theory. Herrington, Mantei, Herrington, Olney and Ferry (2008) argue that new technologies such as mlearning require new pedagogies that leverage the affordances of new technologies for new forms of interaction rather than replicating current teaching practice on new devices. Authentic learning (Herrington & Herrington, 2007; Herrington & Oliver, 2000; Herrington, Reeves, & Oliver, 2009) is based upon situated learning (Brown, Collins, & Duguid, 1989) where explicit links are made between theory and practice using real-world (authentic) scenarios to represent and critically reflect upon

on-the-job experiences. Mobile social media provide powerful tools for enabling authentic learning environments.

Pedagogy 2.0

Pedagogy 2.0 (McLoughlin & Lee, 2007, 2010) is a term coined to link social learning approaches with social media use. Pedagogy 2.0 forms a critical framework for integrating social media into education, focusing upon learner-generated content and learner-generated contexts rather than the delivery of teacher-generated content. Pedagogy 2.0 utilizes social media for "participation in networked communities of learning, personalization of the learning experience, and learner productivity in the form of active knowledge creation and innovation" (McLoughlin & Lee, 2010, p. 46).

Learner Generated Contexts

Learner-generated contexts is a framework that bridges the gap between teacher-directed pedagogy and student-directed heutagogy (Luckin et al., 2010; Pachler, Bachmair, & Cook, 2010). Thus the focus moves from teacher delivered content to enabling student creativity and negotiation of learning outcomes and activities. This involves designing learning activities that are based around student teams working creatively in context-based scenarios. In the context of journalism education an example scenario would be a change from lecturer delivery of case studies of the impact of social media on journalism to student curation and critique of the social media source material produced during the development of a particular news story.

Mlearning

Mobile learning (mlearning) encompasses a wide range of pedagogies utilizing mobile devices (Pachler, et al., 2010) and a wide range of research methodologies (Wingkvist & Ericsson, 2011). However, the researcher's belief is that mlearning is a powerful tool for enabling learner-generated content and learner-generated contexts (Cochrane, 2010a, 2011; Cochrane

& Bateman, 2010). The ubiquitous nature of cellphones and the increasing student ownership of smartphones create a foundation for bridging both the digital divide and bridging formal and informal learning contexts (Vavoula, 2007), and as a catalyst for pedagogical change (Kukulska-Hulme, 2010). In particular, the rapid rise of Twitter uptake (McGiboney, 2009) is firmly associated with its essential link with cellphone use, and has become the defacto first source of news in many situations. Thus we argue that mlearning provides a platform for authentic journalism education, and an opportunity to reinvent interaction in and beyond the classroom.

Methodology

A participatory action research approach was adopted (Swantz, 2008), focusing upon pedagogical change while allowing the project to develop within a series of reflective interventions within the course. The research was supported by a strategic framework developed by the researcher from the implementation of over 40 mlearning projects (Cochrane, 2012a, 2012b; Cochrane & Bateman, 2013; Cochrane, Black, Lee, Narayan, & Verswijvelen, 2012). This framework has four stages: the establishment of a supporting community of practice of lecturers, exploring new pedagogies afforded by mobile social media, the implementation of student-generated content and student-generated contexts via mobile social media, and the development of reflective teaching practice enabled by peer-reviewed publication of the project outcomes.

Research Questions

In preparation for the development of the social media course, the course lecturer travelled to the UK and the US and spoke in depth to journalism industry professionals at the BBC (British Broadcasting Corporation) in the UK and the Los Angeles Times in the US. She also spoke to leading journalism schools in Cardiff and Arizona. In addition, she has interviewed an online editor at a major organisation in New Zealand and a news editor at a local paper. This information was used to inform the project research questions:

1. How is the journalism industry in three countries using social media to gather and to disseminate information?
2. How can journalism education react to these changes in the industry in terms of their curriculum?
3. What new pedagogical strategies can be leveraged using mobile social media?

Data Gathering and Analysis

All participants in the project (lecturers and students) signed ethics consent forms allowing anonymous use of their social media sites (such as Wordpress blogs, Twitter, Storify, YouTube channel, archived Google Plus Hangouts, and Learning Management System statistics) for analysis and identification of emergent themes throughout the project. The perceived potential benefits and pitfalls of the project were discussed during the first class between the lecturers and students with the researcher present to answer any further questions. Participants were encouraged to establish a mobile eportfolio consisting of a selection of mobile social media that were explored throughout the project. These were collated and monitored using rich site summaries (RSS) via Google Reader. A pre-project survey was completed by the participants to establish their previous experience of mobile social media. A focus group discussion provided feedback at the end of each semester of the project, and several students were selected to present reflections upon their project experiences to a wider group of department lecturers at the end of each semester.

Participants

Before this project, the approach taken by the journalism lecturers was to present case studies of the impact of social and mobile media on journalism rather than integrate and model the use of these tools within classes or beyond the

classroom, making these explorations of social and mobile media theoretical, representing a classic example of Herrington and Herrington's (2006b) critique of the inauthentic nature of higher education. Consequently observed student use of mobile web 2.0 was limited to social networking with friends. Therefore another initial impetus for the project was in response to the disruptive cellphone use in class by students constantly updating their Facebook status and disengaging with class discussions. The lecturer's response was to ban cellphone use during class. Discussions between the researcher and the lecturer led to developing an appropriate response from the lecturer that would engage the students while providing an authentic use of cellphones as tools within a journalism context. These discussions between the researcher and the lecturer formed the catalyst for a collaborative partnership. The researcher brought educational technology (in particular mobile learning) experience and expertise, taking on the role of a technology steward (Wenger, et al., 2005), while the lecturer brought professional journalism expertise within the context of journalism education. The key was to bridge theory and practice (Cochrane, 2009; Cochrane, Bateman, & Flitta, 2009; Cook, Pachler, & Bradley, 2008; Vavoula, 2007). Rather than talking about social media use in class, the classes were reinvented as social media experiences with students encouraged to use their mobile devices actively for investigating social media use during the classes and then link these experiences to their out of class experiences enabling authentic investigations of mobile social media.

Thus the core of a community of practice (COP) was established in 2011 consisting of the researcher as a technology steward (Wenger et al., 2009; Wenger et al., 2005) and the course lecturer who began meeting weekly to explore ways to include mobile social media in the curriculum. The goal of the COP was to draw in other lecturers from the journalism department and establish social media experts and evangelists who would bring about pedagogical change within the department. The initial impact of this collaborative partnership was reified by

the lecturer beginning to employ some of the ideas born out of this COP in the core second semester post-graduate journalism writing paper, and also in the Journalism Theory and Practice, a postgraduate communications paper. The success of the integration of mobile social media within these courses led to the growth of the journalism COP in 2012 bringing in two other journalism lecturers and an industry social media professional fro the periphery of the initial 2011 COP. This expanded COP met weekly over coffee in a café local to the campus where good coffee and free wifi connectivity were utilized to host the COP. The social element of the COP was found to be a vital element in nurturing and sustaining the growth of the COP. The 2012 journalism COP included five core members whose goal was to broker the pedagogical use of mobile social media into four contexts (three courses and industry). The project encompasses both Bachelor of Communications students who are majoring in journalism and students on either the Post Graduate Diploma in journalism course or the Graduate Diploma in Pacific Journalism. Figure 1 illustrates the interrelationship between the core lecturer COP and the brokering of the reified pedagogical strategies into each of the lecturer's courses.

The participants in the project forming the core of the journalism 2.0 COP at AUT University included three journalism lecturers interested in exploring the impact of mobile social media on journalism, an academic advisor as a technology steward, and a television industry professional whose primary responsibility is to ensure that TVNZ harness the growing power of social media across every aspect of TVNZ's business. These five bring complimentary expertise to the project and form core members of the COP encompassing the project. In 2012 this COP was named the EJETeam (Enhancing Journalism Education Team) and the activities of this COP are collated in a Wordpress blog at http://ejeteam.wordpress.com/. Mobile social media was used to enhance the physical face-to-face COP, as institutional funding was received in 2012 to provide the participants with iPhones and iPads enabling them to ex-

Figure 1. The 2012 Journalism 2.0 COP

plore and personally appropriate mobile social media tools. This became explicitly critical for the COP when one of the members underwent major surgery and spent six weeks recuperating. Using Google Plus Hangouts on the iPhones, as well as the collaborative editing of project plans via Google Docs enabled the continued (remote) interaction and participation within the COP of the recovering member. This continued social connection became a highlight of the recovering member's week, and powerfully illustrated the potential of mobile social media to the other COP members.

Pedagogical Strategies

The lecturer COP developed a series of pedagogical strategies to be implemented within each of their courses in 2011 and 2012. Each of these strategies were borne out of discussions between the COP participants, tentatively implemented in class, student feedback sought, and then the impact reflected upon before refinement informing the implementation of further strategies, which included the following activities:

- Implementing and evaluating blogging to enhance the course discussions.
- Surveying the students to find out what social media and mobile computing devices they currently use and own.
- Interactive live polling in class. Using Polleverywhere (http://www.polleverywhere.com) students coulld access the polls via almost any cellphone or Internet connected computer. For example: http://www.polleverywhere.com/multiple_choice_polls/LTE1MTE1MzUwNDA.
- Embedding the use of Twitter in class.

- Exploring QR Codes (Bar codes that can be scanned by cameraphones).
- Exploring the use of Google Plus (http://plus.google.com) for interviews.
- Exploring the potential of mobile devices for wireless presentations, including smartphones and the iPad.

RESULTS

2011

An initial survey of the participating 50 students was conducted using Polleverywhere.com, with the results showing that all of the students owned a cellphone, with 83% owning cameraphones, and 48% of the students owning iPhones. After establishing student access to Twitter via their cellphones, the project explored the use of Twitter in the classroom. It was hoped that using Twitter would encourage group discussion and involve students normally reluctant to speak publicly. A Twitter hashtag was used to collate student Tweets and display them live in class from a video projector via Twitterfall (http://twitterfall.com) or Visible Tweets (http://www.visibletweets.com). It proved particularly effective when used in the weekly news quiz. Students formed five groups and competed in a University Challenge style quiz based on the news of the week. The use of a live Twitter feed in class also enabled interaction and comments from other students and lecturers beyond the confines of the physical classroom. To filter information a Twitter hashtag was created using the class number, however this resulted in a rather random looking collection of tweets in students' twitter streams. Therefore further use of the Twitter news quiz used the words "class quiz" in the hashtag to provide some context for students' Twitter followers. Students who had already built up a following on Twitter were initially concerned that "random Tweets" would annoy these followers and so we decided they should inform them that for the next half-an-hour the student was taking part in a class quiz and all Tweets should be ignored.

Another mobile media format explored was QR Codes (Quick Response codes). The students' initial response was to label QR Code use as a "gimmick". This led to an exercise asking students to search for QR Codes in their daily environment, such as local newspapers. The exercise raised awareness of the extent of QR code use in local publications. Consequently the students running the student online news site, TWN Online, experimented with QR codes on short summaries or "teaser stories" as a way of encouraging readers to scan the QR code to read the full story online. Some students also then investigated how QR codes could enhance their curriculum vitaes (CVs). In journalism, it is expected that a CV will be no longer than one page. Inserting a QR code into the CV provides an effective way for the student to link to further content such as a "showreel" to promote their skillset.

Blogging utilizing the blog tool built into the LMS was also introduced during semester 2 2011 as a reflective student discussion space. Class discussion, and students' reflective statements, around the use of the LMS blogs revealed that those students who were the most reserved in face-to-face debate were the most empowered by the use of blogging as a form of expression, reflection and critique. Some wrote in their reflections that they believed the blog was a more democratic environment, as it was "harder for people to dominate the discussion as can happen in class", and "One can let one's thoughts be known without being interrupted". Others initially felt apprehensive about commenting on a blog post of someone they did not know in case they caused offence. However, all students grew in confidence across the semester. "Our posts have progressed from initial tentativeness and brevity to greater length and depth, written with more confident voices". This was the first use of student blogs by the lecturer in the course, and it was generally agreed that the blog was a valuable learning tool. The most common view among the students was that the blog helped them discover the beliefs and motivations of others. The following were typical of the comments: "I learnt from my peers,

their ideological standpoints and the way they reason", and "Other students' posts enabled me to see the same things from different perspectives." These were the first tentative steps in introducing blogging into the course, and this led to the use of externally hosted student blogs using Wordpress.com in 2012.

2012

A survey of 2012 students conducted using Polleverywhere revealed that 79% of students owned either a cameraphone or smartphone, with smartphone ownership split between the iPhone and Android OS phones. This meant that it was once again feasible to leverage student-owned devices for mobile social media projects.

Storifying Journalism

One of the default approaches to teaching the impact of social media on journalism had been by presenting written case studies and assessing student learning by writing essays critiquing these case studies. Discussions within the EJE journalism COP led to reinventing this case study approach to one of modeling the use of mobile social media in class. This resulted in revamping the academic essay, getting students to collate, curate, and critique actual source content around a mobile social media incident in journalism. Students chose a breaking incident of mobile social media and used Storify.com either on their iPads or laptops to collate and comment upon Twitter, Facebook, YouTube, Instagram, Flickr and other mobile social media, creating an annotated rich-media story of the event or incident. The assignment question was: "How if at all have social media altered the way journalists and public relations practitioners interact? Use real examples from at least three social media platforms as well as academic sources to back up your arguments" (Assessment schedule 2012). This was then either published to their own blog, or their own Storify.com site for their lecturer to mark. Students interacted directly with rich mobile social media, developing creative rich-media stories that required metacognitive analysis

and critique. There was a considerably higher level of critique and creativity evidenced in the Storify.com project in comparison to that evidenced in previous essay versions of the assessment. Students used Storify to express and create very personalized critiques of the impact of social media on journalism. Two contrasting examples are provided: one student used Storify to create a very engaging rich media story that included many elements of humour (http://storify.com/carowells/assessment-1-test), another student took a more traditional approach to using Storify to enhance an essay, by providing rich media links to the events behind the story, and example contrasting views by experts as video talks (http://storify.com/shawnmoodie/how-if-at-all-have-social-media-altered-the-way-a).

The best essays made the most of the platform and the freedom to include multimedia examples. These students also altered their style and the way they wrote into the examples to make their essays fit the medium. Further, by using a mixture of books, journal articles and discussions on social media, these students were able to explore the question far more deeply than most of those who stuck to the more traditional format. Initial feedback from students suggests they enjoyed the opportunity to explore social media in a way other than for social purposes. Most also realize the need to be confident using social media for their future role as professional communicators. In conclusion we believe the use of Storify in this essay was a success. It should be noted that the question was particularly suited to the use of social media tools. (Lecturer blog post, 2012)

The use of Storify to enable students to engage directly with the source material behind a news story breaking via social media produced a far more authentic learning experience than the traditional written essay assessment, and provided an example of pedagogy 2.0 (McLoughlin & Lee, 2010) implemented via mlearning. This was then used by the lecturer to broker the concepts of authentic learning (Herrington & Herrington, 2006b), pedagogy

2.0 and mlearning to a wider audience of de-partment lecturers during a showcase event title "the storify event". Two students were invited to showcase their curated storify essays, as the students had selected their own choice of media event and range of social media sources this also demonstrated an example of learner-generated content around a student-generated context (Luckin et al., 2010).

The Global City

On April 11, 2012, one of the EJETeam COP lecturers collaborated with three international universities to engage journalism students across the world in a Skype-based television production in the four locations and time zones. Called The Global City, four studio hosts inter-acted on camera and used videotaped stories, linked between AUT University, Auckland, New Zealand; Ryerson University, Toronto, Canada, Rutgers University, New Jersey, U.S.A. and Aar-hus University, Denmark. The approximately 50 minute production was streamed in hi-definition to the Internet. The aim of the project was a pilot to test the use of Skype as a teaching tool that enables students to communicate via social media by video production, to share news and information about their countries of origin tar-geting an international student audience. During the pre-production phase, the students created a Facebook group profile and engaged with each other across this social medium as content was developed and scripting was completed. They also conducted Skype sessions where the stu-dents in differing countries could meet and chat online and discover their cultural differences and commonalities.

The successful outcome of the project was that this was the first time two curricular areas within AUT's School of Communication Studies had participated in a conjoined teaching initiative that informed the teaching of both. The journalism curriculum and the Television curriculum provided lecturers and students, and the broadcast content was designed in a way that it was able to be used as assessment tools within the papers of TV journalism (jour-nalism curriculum) and Broadcast Interviews

(Television curriculum). The feedback from the students was that they valued the experience to work globally and interact with peers from other universities. While some AUT students felt the themed topic of food was too gener-alized, they commented that they would be interested in developing more journalistically styled stories such as social inequality, media freedom, issues relating to culture and society. Some students intended to maintain contact with their international peers beyond the conclusion of their course, via personal Skype and social networking.

Pacific Journalism

The Graduate Diploma in Pacific journalism offers a series of papers that examine the Pacific region, home to nearly ten million people who live in what some call "the blue continent". It covers topics that span the region's media history, race and representation, diversity in many forms - geography, politics, custom and culture. In 2012 two students were enrolled, a drop of eight from the prior year.

There is a lot of written work in the first semester paper Maori and Pacific Media In-dustries, which allows the students to explore, express and critique a series of ideas covered in lectures or offered in reading material. The intention of the programme leader was to intro-duce a shared blog to discuss lectures and for the students to bring new material into the ambit of the conversation and in doing so replace the final assessment, a three-part reflective essay of up to 4500 words. The intention was to make the blog an ongoing project and eliminate last min-ute cramming by students. But what emerged were fundamental implementation issues. It became apparent that one of the students, who used email to communicate with the lecturer before starting the course, did not know how to save files on a computer, much less blog. The student's essays, it was discovered, were handwritten and then two-finger typed into an email that was then sent to the lecturer. What also emerged was this student did not have a phone at home as he could not afford this as well as study, so the phone went. The other student

who is Maori said she did not want to blog as she felt the learning needed to be held in a relationship with the lecturer, and therefore needed to be private. This student also expressed a lot of doubt about whether or not the work would be of a standard for other people to read. As the course progressed one of the students joined Facebook and started contributing to political comments on the lecturer's page. The other who is a user of Facebook saw it as a private family space and did not use it for anything other than staying in touch with relations.

Fuelled by the support of the lecturer COP, there was much discussion about social media in the context of Pacific journalism, and a decision was made by the lecturer to shift all assignments to the Storify platform for the two papers in the second semester. After their initial first semester experiences with social media the Pacific studies students finally began to contextualize the use of social media in their studies as the use of Twitter and blogging was modelled by the course lecturer throughout the semester. This involved a lot of one on one work but resulted in a highly engaged class and creative social media stories produced by the students. While this resulted in a higher work load for the lecturer, the significant increase in the quality of student reflection and critique produced in comparison to previous essay-based assessments made it worthwhile.

Discussion

The journalism mobile social media project has evolved quite significantly over the two iterations during 2011 and 2012. Students were initially reticent to publish their thoughts publically via social media (either via blogging or using twitter). This was a new classroom experience for them beyond their previous social use of these tools with their friends only. To scaffold their introduction to the educational use of social media the 'safe' environment of the closed Blackboard blog tool was initially used to host students first course-related blogging attempts. This raised interesting discussions within the lecturer COP around the benefits

and pitfalls of open versus closed media use. The key benefit of using open access social media tools is to facilitate the establishment of students' professional social networks that can also enable commenting and interaction from peer groups and industry experts around the world. Therefore the 2012 iterations of the project used open access blogs (Wordpress) rather than the closed access AUTOnline blogs. Student blogs were also be introduced into more classes to establish a culture of critical reflection and engagement with social media throughout the journalism course.

An issue raised by lecturers is that of technology access: will the prescribed use of web-based social media within the course create a digital divide in journalism education? Focusing upon mobile web 2.0 tools (for example: Twitter, mobile blogging) ensured that all students have access to the necessary tools, as our surveys indicated that all of the students owned a cellphone, with the majority owning a smartphone capable of high levels of integration with social media within virtually any context. This will also drive the ability to bridge the classroom environment with students' informal learning experiences in the real world beyond the classroom, enriching their learning experiences via authentic learning scenarios, and enabling student-generated content and student-generated learning contexts.

The project has had a significant impact on assessment strategies: by using a social constructivist foundation based upon Vygotsky (1978), formative feedback and peer assessment strategies become more important than in the previous teacher-directed pedagogies implemented in the course, and these were explored and extended further in 2012. The implications of the 2011 projects informed the social media integration plan for 2012 courses, resulting in a social media integration framework for 2012. Key elements of this plan were modelled on the researchers mobile social media implementation strategy shown in Table 1 as applied to the journalism course context.

Key to this strategy has been the establishment of a supporting COP comprised as

Table 1. Development of the journalism mobile soicial media COP

Mlearning Project Stages	Timeframe	Process, Outcomes and Boundary Objects
Establish a weekly COP with lecturers and a technology steward.	Beginning of semester 1	Lecturers supplied with iPhones and iPads. Establishment of COP Wordpress blog for collating reified activity as social media publications.
Exploration of the pedagogical application of mobile social media. Completion of an initial survey that explores participants prior pedagogical beliefs and practice. Establish lecturer mobile social media eportfolios. Establish a collaborative research agenda, research questions, and establish ethics consent proceedures.	Throughout semester 1	Lecturers reflect upon their prior pedagogical beliefs and practice via blog posts. Lecturers share their current course outlines and assessment strategies for collaborative editing via Google Docs. Lecturers develop competency with mlearning. Lecturers explore a range of mlearning pedagogies. Lecturers develop pedagogical mlearning activities based on social constructivist pedagogies: The storify event, The global city, and the Pacific blog project.
Mlearning projects with lecturers and students. Implementation of the mlearning activities within each course and assessment.	Semester 2	Students establish mlearning eportfolios. Increased student engagement. Student-generated content and contexts. Facilitating social constructivist pedagogies and bridging learning contexts.
Lecturers publish and present case studies based on project implementation, these then inform the design of the following iteration of the project.	End of Semester 2 and beginning of following Semester	Collaborative research writing based on prior and redeveloped course outlines and outcomes via Google Docs. Conference, Journal publications and symposia presentations: (Cochrane, Antonczak, Gordon, Sissons, & Withell, 2012; Cochrane et al., 2012; Cochrane, Sissons, & Mulrennan, 2012)

a collaboration between the researcher as a technology steward and the course lecturers was the first stage of the strategy, based upon the work of Wenger et al (Wenger et al., 2009; Wenger et al., 2005). Specific examples of the reified activity of the mobile social media COP throughout the 2011 and 2012 iterations of the project are collated, summarised and compared in Table 2.

The EJETeam COP explored new pedagogies afforded by mobile social media, which resulted in the implementation of student-generated content and student-generated contexts via mobile social media, and the development of reflective teaching practice enabled by peer-reviewed publication of the project outcomes (Cochrane, Antonczak, Gordon et al., 2012; Cochrane, Antonczak, Sissons, et al., 2012; Cochrane, Sissons, et al., 2012). Three specific

examples of the pedagogical impact of the exploration of social and mobile web 2.0 as reified outcomes of the EJETeam COP include:

- The personal engagement with Twitter as a virtual community building tool and collaboration tool by the lecturers and students, rather than the previous theoretical case studies only. Thus modelling an authentic use of these tools and development of appropriate etiquette.
- The use of Google Docs to collaboratively write, edit, and share this research paper itself, including previewing and critiquing its development on iPads during the weekly lecturer COP while drinking coffee in our chosen local café, nurturing a social atmosphere to the COP.

Table 2. Comparison of two Journalism 2.0 project iterations

Year	2011	2012
Project Title	Journalism 2.0	EJETeam2012 Storifying journalism
Project Hub	AUTonline, the Blackboard Learning Management System (LMS)	Wordpress
Participants	N=20 students N=1 lecturers	N=70 students N=3 lecturers
Mobile Devices	Student-owned devices	Student-owned devices
Pedagogy	Andragogy	Heutagogy (Blaschke, 2012; Luckin, et al., 2010)
Project Focus	Integrating mobile social media in the classroom	Students as Social media reporters
Web 2.0 Tools used for collaboration	Twitter QR Codes Polleverywhere	Wordpress Storify Twitter Skype Facebook Google Plus Polleverywhere
Outputs: Selected social media	Limited to Twitter and AUTonline in 2011	http://ejeteam.wordpress.com http://storify.com/thomCochrane/media-relations-149142

- The revamping of the traditional academic essay by the use of Storify.com for student-generated curation and critique of the original rich media source material. An example of what Herrington and Herrington (2006b) describe as authentic learning.

The initial 2011 COP comprised of one course lecturer and the technology steward proved to be a fruitful strategy for designing and supporting pedagogical change within the journalism course. The journalism lecturer COP has continued and been expanded in 2012, bringing into the COP two additional lecturers, an industry professional, and funding teaching release time of one of the lecturers to take on the role of Learning and Teaching Fellow within the department to support and broker the integration of social and mobile social media within the curriculum. Thus the integration of social media and mobile social media within the journalism course was explored in depth in 2012, with a focus upon the lecturers modelling the use of social and mobile web 2.0 in response to the five issues of web 2.0 use in journalism identified in the introduction of this paper (Rusbridger, 2011), as these issues were evident in students' initial explorations of the integration of the pedagogical use of these tools during 2011.

CONCLUSION

The exploration of the integration of social media, and in particular mobile social media in a journalism course has had significant impact upon the classroom experiences of the lecturers and the students, providing an example of harnessing the catalytic nature of mlearning (Kukulska-Hulme, 2010). The journalism social media project provides an example of a four-stage strategy for implementing pedagogical change enabled by mobile social media. Scaffolded by the establishment of a supportive community of practice, the lecturers have been empowered to try new approaches to move be-

yond teaching about social media in journalism to modelling and integrating the use of social media within authentic contexts in and beyond the classroom, fostering student-generated content and student-generated contexts. Instead of attempting to put up barriers to the crisis created for journalism by user-generated news tools, the project demonstrates that journalism education can instead embrace and harness the potential of these tools in authentic scenarios. We are hopeful that others will join the COP as several lecturers have indicated a wish to learn more and it is recognized within the department that the practice of journalism has been transformed by the Internet and mobile social media. The next step in the ongoing project will be to build a wider international COP of interested journalism lecturers from at least three countries to collaborate on developing mobile social media pedagogical strategies within a global news context (Cochrane & Keegan, 2012). We believe that for journalism education to remain relevant within the rapidly changing social media landscape, then the curriculum must recognize the importance of social media to the industry, and embed it's use within teaching practice.

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