ICOM202

International Communication Campaigns

S1 Day 2014

Dept of Media, Music & Cultural Studies

Contents

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General Information

Unit convenor and teaching staff Unit Convenor Usha Harris usha.harris@mq.edu.au Contact via usha.harris@mq.edu.au
Credit points 3
Prerequisites 15cp
Corequisites
Co-badged status
Unit description This unit applies theories of development communication, social marketing and persuasion in the design of international communication campaigns to achieve planned social change. The unit aims to investigate how cultural values and assumptions shape communication methods, media choice and audience reception. Using the latest research, students identify an area of need, and design a campaign plan using traditional and new media forms that can be delivered across cultures. Case studies of information campaigns developed by governments, non-government organisations (NGOs) and international agencies such as the United Nations are critiqued. Students have the opportunity to develop a campaign plan for an International NGO identified. This on-campus project uses online communication technologies such as Skype and email to engage virtually with the partner organisation.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify and discuss key theories and concepts in the field of communication for social change.

Evaluate critically the effectiveness of various social change campaigns.

Analyse the problems of planning campaigns which are ethical, sustainable, and cross

cultural.

Identify social issues in the developing world and find effective solutions.

Apply advanced communications skills, including the ability to critique, write and present clear and persuasive arguments.

Collaborate in team activities to achieve outcomes in a professional context.

Assessment Tasks

Name	Weighting	Due
Tutorial activity	20%	Weeks 2-6
Critical evaluation	30%	11 April
Campaign Design Presentation	20%	Week 11-13
Campaign Report	20%	13 June
Participation and Log	10%	13 June

Tutorial activity

Due: **Weeks 2-6**
Weighting: **20%**

This is made up of two individual activities as follows:

Choose one question from each week's tutorial activity in Weeks 2, 3 & 4 and write short answers (300 words each). Bring a hardcopy to class each week for discussion. Submit one document including all three questions to Turnitin in Week 4 for online marking. The summary must list the question you are answering and have clear student identification including your full name and student number. Include in-text citation and reference list.   Reading summary is worth 15%

Bring an example of an effective or inspiring campaign to share with class during tutorial discussion on your allocated week between weeks 3-6. Example of campaign is worth 5%

On successful completion you will be able to:
- Identify and discuss key theories and concepts in the field of communication for social change.
- Apply advanced communications skills, including the ability to critique, write and present clear and persuasive arguments.

Critical evaluation

Due: **11 April**

Weighting: **30%**

Research and choose an existing social change campaign currently being run by one of the United Nations agencies (e.g. FAO, UNDP, UNESCO, UNICEF, UNIFEM, UNAIDS, WHO) or an NGO. Write a critical evaluation of different elements of the campaign as provided in the template (download format from iLearn). Relate the unit readings and/or other relevant literature in your discussion of the campaign. Attach 2 printed pages from the campaign website as appendix. Turnitin submission required. Word count: Between 1500-2000 words

On successful completion you will be able to:

- Identify and discuss key theories and concepts in the field of communication for social change.
- Evaluate critically the effectiveness of various social change campaigns.
- Identify social issues in the developing world and find effective solutions.
- Apply advanced communications skills, including the ability to critique, write and present clear and persuasive arguments.

Campaign Design Presentation

Due: **Week 11-13**
Weighting: **20%**

 There are two parts to this assignment - A group presentation and a written report with individual sections.
Funding Bid: Pitching your Campaign Plan to the Client. Your team has been asked by a billionaire philanthropist to develop a proposal for an international communication campaign focusing on one of Milennium Development Goals (http://www.unmillenniumproject.org/goals/gti.htm). Develop a **social change campaign** which covers either one country or one region. You are pitching for a $1million grant towards this campaign. Your team is made up of four people, and you will have 20 minutes to make a presentation highlighting the key elements of your campaign to your client. (Do not plan a fundraising campaign)

(PACE Pilot tutorial students will receive a brief in Week 3)

On successful completion you will be able to:

- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.
- Apply advanced communications skills, including the ability to critique, write and present clear and persuasive arguments.
- Collaborate in team activities to achieve outcomes in a professional context.

Campaign Report

Due: **13 June**
Weighting: **20%**

Submit a written plan (report format)with sections identified below. All sections will be collated and submitted as one report clearly identifying the author(s) of each section.Word count: Approximately 1000 words per student.

Executive Summary: Summarise the content of your report. Make this interesting. This is where you sell your idea.

*Aims and Objectives:*Set clear aims and objectives of the campaign. Your objective should be very specific, quantifiable, and achievable within the set timeframe and available resources. State whether they are either short term or long term.

*Introduction/Situation Analysis:*What is the current situation in the country or region for which you are planning the campaign. Undertake a formative evaluation research to understand as much as possible about your intended audience, their orientation including cultural traits, and their needs. A desk research which includes literature review, web searches and review of relevant articles and reports will yield information such as census data, demographics as well as an awareness of previous or current campaign.

*Target Audience(s):*Identify the target audience and state why you have chosen them.

Theory: Indicate which approach you are using and provide justification; top down, social marketing, empowerment framework, advocacy, and identify the relevant theories of change. What are the theories of message design which inform your message creation.

Design Identity and Key Messages: State the tone and style of your identity and key messages. How will you "brand" your campaign? How does it integrate cultural and gender awareness? What are the key messages the campaign is communicating? You may include logo designs, any form of written or audiovisual message as a pilot for market testing.

Channels: State the media mix you propose to use and why.

*Evaluation:*Indicate how you will evaluate the success of your campaign.

Reference List

Appendix

The layout of the report is not rigid but should be visually appealing. To ensure that your report gets the attention it deserves follow these rules: Subheadings break up the text into coherent sections; sentences and paragraphs should be short and roughly equal in length; use dot-points or dashes when you present lists; think about using white space to balance the sections. Illustrations, diagrams and other visual material will add to the length of the report.

On successful completion you will be able to:
- Identify and discuss key theories and concepts in the field of communication for social

change.

- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.
- Apply advanced communications skills, including the ability to critique, write and present clear and persuasive arguments.
- Collaborate in team activities to achieve outcomes in a professional context.

Participation and Log

Due: **13 June**

Weighting: **10%**

Each student will keep a log of his/her participation in group meetings, and answer a self-reflection questionnaire about the contribution they have made to the group process and how it extended their skills and knowledge. This may include observations on collaborative problem solving, team work, listening skills, personal communication style and its impact on group dynamics. Groups will submit an attendance and activity log for group meetings with their project report.

-       Effectively participates in team work;

-       Analyses and solves problems collaboratively, behaves pro-actively, taking action and accepting responsibility when necessary.

On successful completion you will be able to:

- Apply advanced communications skills, including the ability to critique, write and present clear and persuasive arguments.
- Collaborate in team activities to achieve outcomes in a professional context.

Delivery and Resources

Participation and Community Engagement (PACE) Stream

The PACE Stream in ICOM202 will allow students to undertake a project to develop communication campaigns for an overseas non-government organisation (NGO) without leaving campus! For more information go to the PACE stream section of Unit Guide or to this link:

http://students.mq.edu.au/opportunities/participation_and_community_engagement/international_opportunities/available_projects/icom202_session_1-2013/

Delivery

There are no examinations in this unit. Group collaboration is an essential part of assessments, and those not contributing to the group process will be severely marked

down. Absence from more than two tutorials without adequate documentary evidence (medical certificate) could lead to exclusion from the unit and an automatic fail grade.

You are expected to present yourself for all group assessments at the time and place designated. The only exception to not participating at the designated time is because of documented illness or unavoidable disruption.

Students must attach official documentation when submitting their work if extension is granted (See Special Consideration Policy). Visit the iLearn page for ICOM202 for Turnitin submissions.

Resources

REQUIRED READING

ICOM202 Unit readers are available for purchase at Co-op Bookshop as well as available online.

RECOMMENDED READING

Recommended texts are available in reserve section of the library as follows:

Hastings, G. (2007). Social Marketing: Why Should the Devil Have all the best Tunes? Oxford: Elsevier.

Gumucio-Dagron, A. and Tufte, T. (2006). Communication for Social Change Anthology: Historical and Contemporary Readings, New Jersey: Communication for Social Change Consortium.

Andreasen, A. (2006). Social Marketing in the 21st Century, Thousand Oaks; London; Delhi:Sage.

Mody, B. (Ed.) (2003) International and Development Communication: A 21st Century Perspective. Thousand Oaks, London, New Delhi: Sage.

Melkote, S. and Steeves, L. (2001). Communication for Development in the Third World. New Delhi, Thousand Oaks, London: Sage.

Rice, R. & Atkins, C. (Eds.) (2013). Public Communication Campaigns, 4th Edition. Thousand Oaks: Sage Publications.

Ferguson, Sherry Devereaux (1999). Communication Planning: An Integrated Approach, Thousand Oaks: Sage Publications.

Useful Online Resources United Nations http://www.un.org/english/

Millennium Project http://www.unmillenniumproject.org/goals/gti.htm

UNDP UNDP.org/mdg/basics.shtml

World Bank http://www.worldbank.org/

Communication For Social Change www.communicationforsocialchange.org/

Communication Initiative Network www.comminit.com/

NGO Global Network http://www.ngo.org/

Tools of Change http://toolsofchange.com/English/firstsplit.asp

UNIFEM's 'Say NO to Violence against Women' http://www.unifem.org/campaigns/vaw_25nov/

Worldaids campaign http://www.worldaidscampaign.info/static/en/campaigns/in_country_campaigns/

GetUp! Action for Australia http://www.getup.org.au/campaigns/

The Community Tool Box http://ctb.ku.edu/en/tablecontents/

What has changed?

Weekly readings are available on e-reserve.

Unit Schedule

Week 1 **Unit Overview and Introduction to the field**	An overview of the unit and introduction to the field. Who are the main actors (NGOs, UN, Government agencies) and what are the employment opportunities in the field? What are the MDGs? Check out the PACE Stream in ICOM202 if you'd like to work on a real campaign for an International NGO: http://students.mq.edu.au/opportunities/participation_and_community_engagement/international_opportunities/available_projects/icom202_session_1-2013/ *Reading:* UNDP.org; Millennium Project.org (2009). About the MDG: Basics; Goals, targets and Indicators. Accessed on 19 January, 2009 from UNDP.org/mdg/basics.shtml; http://www.unmillenniumproject.org/goals/gti.htm

Week 2 **Approaches to Information Campaigns**	Development communication, social marketing and public communication campaigns are different ways of achieving the same goal; to bring about planned social change using information in a relatively well defined audience *Reading* McMichael, P. (2008). *Development and Social Change: Global Perspective*, Thousand Oaks, Pine Forge Press, pp.273-291. Snyder, Leslie B. (2002). Development Communication Campaigns in Gudykunst, W. B. & Mody, B. (Eds.) *Handbook of International and Intercultural Communication,* Thousand Oaks, London, New Delhi: Sage Publications, pp. 457 – 478. Donovan, R. and Henley, N. (2003). *Social Marketing: Principles and Practice,* Melbourne: IP Communications, pp.1-17. **Tutorial Questions:** 1.) Define what is a communication campaign, include an example of a campaign and discuss how it altered your own behaviour or belief? 2.) Discuss various approaches to development campaigns identified by Snyder and provide examples of how you may use these. 3.) What is the goal of development and who decides?

Week 3 **Theories that Inform the Field**	Over the years theories of modernisation, empowerment, stages of change and health belief models have informed campaign design. *Reading* Melkote, Srinivas R. (2002). Theories of Development Communication in Gudykunst, W. B. & Mody, B. (Eds.) *Handbook of International and Intercultural Communication.* Second ed. Thousand Oaks, London, New Delhi; Sage Publications, pp. 419 – 436. Hastings, G. (2007). *Social Marketing: Why Should the Devil Have all the best Tunes?* Oxford: Elsevier, pp. 17 – 37. **Tutorial Questions**: 1. Discuss how the modernization paradigm influenced early theories in communication for development and compare modernization with the empowerment framework (Melkote pg. 430) and discuss the merits of each. 2. Identify the key elements of Stages of Change, Social Cognitive and Exchange theories. Discuss a campaign where any of these theories may have informed message design?
Week 4 **Research Techniques**	Formative evaluation research provides vital information about target audiences and their orientation which is useful in message creation and implementation to achieve the desired outcome. *Reading* Atkins. Charles & Freimuth, Vicki (2001). Formative Evaluation Research in Campaign Design in Rice, R. & Atkins, C. (Eds.). *Public Communication Campaigns, 3rd Edition*. Thousand Oaks: Sage Publications, pp.125 -145 Gibbs, Anita (1997). Social Research Update 19: Focus Groups. *Social Research Update,* University of Surrey. Retrieved January 27, 2005 from http://www.soc.surrey.ac.uk/sru/SRU19.htm **Tutorial Questions:** 1. Disuss some qualitative and quantitative research methods and in what contexts would you use these. 2. List the key elements of a formative evaluation research.

Week 5	Through a case study of a social marketing campaign various aspects of campaign planning and implementation are discussed and critiqued.
Planning the Campaign	*Reading*
	UNAIDS (n.d.) 'Developing a campaign' accessed 2 February 2010 from data.unaids.org/WAC/ in_waccampaignguide_04_en.pdf
	Arulamani.Gideon and Abdulla, Agisa (2007). Capturing the Ripples: Addressing the Sustainability of the Impact of Social Marketing, *Social Marketing Quarterly*, 13(4), 84 – 107
	Tutorial Activity: Using the case study 'Capturing the Ripples' or another campaign of your own choice identify the various elements of the campaign using the template provided.
Week 6	Developing a public communication campaign requires clear articulation of the objectives and strategies which are critical to a campaign's success. These relate to the types of behaviour change in the target group, and choice of message and media.
Campaign Objective and Strategy	*Reading*
	Hastings, G. (2007). *Social Marketing: Why Should the Devil Have all the best Tunes?* Oxford: Elsevier, pp. 65-79.
	Legarde, Francois (2006). "How to Sum Up Your Social Marketing Strategy" *Social Marketing Quarterly*, 12(4), 65 – 69.
	Tutorial Activity: Using your chosen MDG, formulate an objective which is strategic, measurable, achievable, realistic and time-specific (SMART). With the help of Lagarde's Table 1& 2 sketch out your own campaign strategy.

Week 7 **Target Groups - Cultural and Gender Awareness**	In developing an international campaign, organisers must have a deep cross-cultural awareness. This includes understanding the interplay of verbal communication, non-verbal communication, the cultural context and gender considerations. *Reading* Wilkins, Karin Gwinn (2005). Out of focus: gender visibilities in development in Hemer, O. & Tufte, T. (Eds.) *Media and Glocal Change: Rethinking Communication for Development* Sweden: Nordicom; Buenos Aires: CLACSO. Long, K.H. (2009) 'On Sex, Sin and Silence: An Islamic Theology of Story telling for Aids Awareness' in Esack, F. and Chiddy, S. Islam and Aids, Oxford: Oneworld. Lim, Tae-Seop. (2002). Language and Verbal Communication Across Cultures in Gudykunst, W. B. & Mody, B. (Eds.) *Handbook of International and Intercultural Communication Second ed*., Thousand Oaks, London, New Delhi: Sage Publications. **Tutorial Activity:** Identify the target groups for your campaign. What are the cross cultural and gender issues, and how you will tackle these in the design of your own campaign.
Week 8 **Media Selection**	Choosing appropriate media for message delivery is important in reaching the targeted group. As people's use of media varies, a combination of different media is essential. Media selection can include print, radio and TV, as well as folk theatre, community media and the emerging new media such as the internet. *Reading* Ferguson, Sherry Devereaux (1990). *Communication Planning: An Integrated Approach,* Thousand Oaks: Sage Publications. Sundar Harris, U. (2009) 'Transforming images: reimagining women's work through participatory video' *Development in Practice*, Vol 19, Nos. 4 – 5 Lefebvre, R. Craig (2007). 'The New Technology The Consumer as Participant Rather Than Target Audience', *Social Marketing Quarterly*, 13(3), pp.31 – 42. **Tutorial Activity:** Are you using top down or participatory approaches? How will this influence your media selection? What channels will you use for your message delivery.

Week 9	Modern messages are constructed using theories of perception, cognition and information acquisition. An understanding of these theories helps in the design and construction of messages that have an impact on the target audience and their behaviour.
Message Design and Principles of Persuasion	**Reading**
	Donovan, R. and Henley, Nadine (2003). *Social Marketing: Principles and Practice, Melbourne*: IP Communications, pp. 57-90
	Gumucio-Dagron, A. & Tufte, T. (Eds.) (2006). *Communication for Social Change Anthology: Historical and Contemporary Readings,* New Jersey: Communication for Social Change Consortium (CFSC), pp.690- 714
	Rimal, R. and Limaye, R. (2013) 'Sociocognitive Approaches for AIDS Prevention: Explicating the Role of Risk Perceptions and Efficacy Beliefs in Malawi' In Rice, R. and Atkins C. *Public Communication Campiagns*, Thousand Oaks:Sage
	Tutorial Activity: What messages do you want to communicate and how? What key messages will be most appropriate to motivate specific audiences (primary and secondary targets, media outlets) to take specific actions to support your campaign objectives?
Week 10	Campaigners should have an awareness of moral guidelines during the implementation phase.
Implementation and Ethics	**Reading**
	Guttman, N. and Salmon, C.T. (2004). 'Guilt, Fear, Stigma and Knowledge Gaps: Ethical Issues in Public Health Communication Interventions' *Bioethics* Vol.18 No 6.
	Mody B (1991)*. Designing Messages for Development Communication*, Sage Publications. pp. 65 – 96.
	Tutorial Activity: Identify ethical concerns which may arise in your own campaign. Discuss the concerns highlighted in this week's readings. Work in groups on your campaign design.

Week 11 **Feedback and Evaluation**	A look at the least researched area of communication campaigns. Many campaigns fail to carry out feedback and evaluation which can provide valuable knowledge to other campaign organisers and social marketers on how to improve on past mistakes or integrate best practices. *Reading* Coffman, Julia (2002). *Public Communication Campaign Evaluation : An Environmental Scan of Challenges, Criticisms, Practice, and Opportunities.* Cambridge, MA: Harvard Family Research Project http://www.mediaevaluationproject.org/ HFRP.pdf (Please go online or ilearn to read this article) **Tutorial Activity:** Work in groups on your campaign design.
Week 12 **Issues to consider in the future**	Some key issues in the field of social marketing is discussed in this article by one of the leading contributors to the field. *Reading* Andreasen, Alan R. (2006). *Social Marketing in the 21st Century,* Thousand Oaks: Sage Publications, pp. 215- 236

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Identify and discuss key theories and concepts in the field of communication for social

change.

- Evaluate critically the effectiveness of various social change campaigns.
- Apply advanced communications skills, including the ability to critique, write and present clear and persuasive arguments.

Assessment tasks

- Tutorial activity
- Critical evaluation
- Campaign Design Presentation
- Campaign Report

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Evaluate critically the effectiveness of various social change campaigns.
- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.

Assessment tasks

- Critical evaluation
- Campaign Design Presentation
- Campaign Report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Apply advanced communications skills, including the ability to critique, write and present

clear and persuasive arguments.

- Collaborate in team activities to achieve outcomes in a professional context.

Assessment tasks

- Tutorial activity
- Critical evaluation
- Campaign Design Presentation
- Campaign Report
- Participation and Log

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Evaluate critically the effectiveness of various social change campaigns.
- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.
- Collaborate in team activities to achieve outcomes in a professional context.

Assessment tasks

- Critical evaluation
- Campaign Design Presentation
- Campaign Report

PACE Stream

PACE INTERNATIONAL PROJECT IN ICOM202

This project is a unique opportunity for ICOM202 students to undertake a project to develop communication campaigns for an overseas non-government organisation (NGO) without leaving campus! You will contribute to the efforts of an NGO working on issues affecting our region while also gaining real life work experience in international communications in an ever increasing technological environment. This is an on-campus project which will use online communication technologies such as Skype and email to engage virtually with the partner organisation. Working in small teams, you will develop a campaign plan based on a project brief developed by the NGO. You will utilise your knowledge and skills to create innovative communication campaigns based on real-life issues that are able to be

delivered in a cross-cultural context. These campaigns will aim to influence changes in behaviour, thought and opinion whilst representing marginalised groups' best interests.

This is an exciting opportunity to combine what you've learnt in the classroom with a real world issue and undertaken in a unique virtual environment. The Project Overview should be read in conjunction with the ICOM202 Unit Guide which outlines the required academic activities and assessment tasks. If you have any questions about this process, please email paceinternational@mq.edu.au

For more information go to:

http://students.mq.edu.au/opportunities/participation_and_community_engagement/international_opportunities/available_projects/icom202_session_1-2013/