



# ICOZ202

## International Communication Campaigns PACE Stream

S1 Day 2015

*Dept of Media, Music & Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

Permission of Executive Dean of Faculty

Corequisites

Co-badged status

ICOZ202 is co-badged with ICOM202

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 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 work on a real campaign with an international NGO when they enrol in the PACE Stream.

## 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
<a href="#"><u>Knowledge Quiz</u></a>	10%	Week 4
<a href="#"><u>Critical evaluation</u></a>	40%	6 April
<a href="#"><u>Campaign Design Presentation</u></a>	20%	Week 13
<a href="#"><u>Campaign Report</u></a>	20%	5 June
<a href="#"><u>Participation and Log</u></a>	10%	5 June

### Knowledge Quiz

Due: **Week 4**

Weighting: **10%**

Students will take an online quiz to be completed by week 4. This will be in multiple choice format to test students' knowledge and understanding of unit readings in weeks 2, 3, and 4. More details on iLearn. This is an early assessment task.

Assessment Criteria

Students will be assessed on their ability to:

Demonstrate understanding of key theories and approaches that have informed development communication campaigns;

Define key concepts covered in the assigned reading;

Identify research methods used to inform campaign design.

On successful completion you will be able to:

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

### Critical evaluation

Due: **6 April**

Weighting: **40%**

Research and choose an existing social change campaign (relevant to the client brief) 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 one printed page from the campaign website as appendix. Turnitin submission required. Word count: Between 1500-2000 words

This assessment is designed to provide you with insights into current campaigns in the area in which you will be designing your project. What are the strengths and weaknesses of the current campaigns and where are the gaps? It will also be the beginning of your formative evaluation research.

### Assessment Criteria

Students will be assessed on their ability to:

Demonstrate knowledge and understanding of key theories and concepts in the field of communication for social change;

Analyse critically the effectiveness of social change campaigns including the key elements of the campaign supported by examples;

Research sources of information and integrate that research into the essay;

Integrate cross cultural perspectives in their analysis;

Apply use of academic conventions such as the use of appropriate style, correct grammar and citations in written submissions.

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.
- 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.

## Campaign Design Presentation

Due: **Week 13**

Weighting: **20%**

**There are two parts to this assignment - A group presentation and a written report with individual sections.**

ICOZ202 PACE stream students will undertake a project to develop communication campaigns for an overseas non-government organisation (NGO) without leaving campus. This is an exciting opportunity to combine what you've learnt in the classroom with issues currently affecting communities in our region while also gaining real life work experience through a unique virtual environment in an international context.

The project runs on-campus and uses online communication technologies such as Skype, Dropbox and email to engage virtually with the partner organisation. Students work in small teams to develop a campaign plan based on a project brief developed by the NGO. These campaigns will aim to influence changes in behaviour, attitude and opinion whilst representing marginalised groups' best interests. You will have four formal Skype meetings with the partner during one hour extended tutorial sessions in weeks 4, 7, 11 and 13. During the final meeting in week 13 you will formally present the project plan to the partner.

The current partner organisation is Restless Development India. Restless Development facilitates peer based programs that aim to improve basic health, education and promote civic participation among young people in India. Restless Development's Youth Empowerment Program (YEP) trains young people in rural schools and communities to actively contribute to the development of their communities, to make responsible and informed decisions about their sexual and reproductive health and to improve their livelihood opportunities. For more information follow this link:

[http://students.mq.edu.au/opportunities/professional\\_and\\_community\\_engagement/pace\\_international/a\\_world\\_of\\_opportunities/on\\_campus/](http://students.mq.edu.au/opportunities/professional_and_community_engagement/pace_international/a_world_of_opportunities/on_campus/)

(ICOZ202 students will receive a project brief from the partner in Week 3)

### Assessment Criteria

Students will be assessed on their ability to:

Present a clear campaign plan within the required framework;  
Integrate ethical and cross cultural perspectives in project design;  
Integrate Ideas and originality in message design;  
Apply advanced communications skills in written and verbal form including presentation skills, use of resources and graphics, and knowledge of report structure;  
Participate in team work by behaving pro-actively, taking action and accepting responsibility in a professional setting.

On successful completion you will be able to:

- 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.

## Campaign Report

Due: **5 June**

Weighting: **20%**

Submit a written plan (report format) with sections identified below to the client in Week 13. 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.

### Assessment Criteria

Students will be assessed on their ability to:

Present a clear campaign plan within the required framework;

Integrate ethical and cross cultural perspectives in project design;

Demonstrate knowledge and relevance of theoretical approaches used;

Integrate Ideas and originality in message design;

Apply advanced communications skills in written and verbal form including presentation skills, use of

resources and graphics, and knowledge of report structure;

Participate in team work by behaving pro-actively, taking action and accepting responsibility in a professional setting;

### REPORT FORMAT

*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 time-frame 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. The partner organisation will assist you in identifying the target group.

*Theory:* Indicate which approach you are using and provide justification; 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: **5 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. Submit the individual self-reflection questionnaire and record of attendance for group meetings with the project report.

### Assessment Criteria

Students will be assessed on their ability to:

Participate in team work by behaving pro-actively, taking action and accepting responsibility in a professional setting;

Attend all meetings, adhere to deadlines and show professional behaviour;

Engage in self-reflection by providing thoughtful answers about team collaboration.

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**

### **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 ICOZ202 for Turnitin submissions.

### **Resources**

#### **REQUIRED READING**

Unit readings are available online. The readings are the same as those prescribed for ICOM202.

#### **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/](http://www.communicationforsocialchange.org/)

Communication Initiative Network [www.comminit.com/](http://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/](http://www.unifem.org/campaigns/vaw_25nov/)

Worldaids campaign [http://www.worldaidscampaign.info/static/en/campaigns/in\\_country\\_campaigns/](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/>

## Unit Schedule

<b>Week 1</b>	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?
<b>Unit Overview and Introduction to the field</b>	<p><b>Reading:</b></p> <p>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; <a href="http://www.unmillenniumproject.org/goals/gti.htm">http://www.unmillenniumproject.org/goals/gti.htm</a></p>
<b>Week 2</b>	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
<b>Approaches to Information Campaigns</b>	<p><b>Reading</b></p> <p>McMichael, P. (2008). <i>Development and Social Change: Global Perspective</i>, Thousand Oaks, Pine Forge Press, pp.273-291.</p> <p>Snyder, Leslie B. (2002). Development Communication Campaigns in Gudykunst, W. B. &amp; Mody, B. (Eds.) <i>Handbook of International and Intercultural Communication</i>, Thousand Oaks, London, New Delhi: Sage Publications, pp. 457 – 478.</p> <p>Donovan, R. and Henley, N. (2003). <i>Social Marketing: Principles and Practice</i>, Melbourne: IP Communications, pp.1-17.</p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"><li>1. Define what is a communication campaign, include an example of a campaign and discuss how it altered your own behaviour or belief?</li><li>2. What is the goal of development and who decides?</li><li>3. Who are some of the major international development agencies? Give examples of their work.</li></ol>

<p><b>Week 3</b></p> <p><b>Theories that Inform the Field</b></p>	<p>Over the years theories of modernisation, empowerment, stages of change and health belief models have informed campaign design.</p> <p><b>Reading</b></p> <p>Melkote, Srinivas R. (2002). Theories of Development Communication in Gudykunst, W. B. &amp; Mody, B. (Eds.) <i>Handbook of International and Intercultural Communication</i>. Second ed. Thousand Oaks, London, New Delhi; Sage Publications, pp. 419 – 436.</p> <p>Hastings, G. (2007). <i>Social Marketing: Why Should the Devil Have all the best Tunes?</i> Oxford: Elsevier, pp. 17 – 37.</p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"> <li>1.) Discuss various approaches to development campaigns identified by Snyder (week one reading) and provide examples of how you may use these.</li> <li>2. 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.</li> <li>3. 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?</li> </ol>
<p><b>Week 4</b></p> <p><b>Research Techniques</b></p>	<p>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.</p> <p><b>Reading</b></p> <p>Atkins, Charles &amp; Freimuth, Vicki (2001). Formative Evaluation Research in Campaign Design in Rice, R. &amp; Atkins, C. (Eds.). <i>Public Communication Campaigns, 3rd Edition</i>. Thousand Oaks: Sage Publications, pp.125 -145</p> <p>Gibbs, Anita (1997). Social Research Update 19: Focus Groups. <i>Social Research Update</i>, University of Surrey. Retrieved January 27, 2005 from <a href="http://www.soc.surrey.ac.uk/sru/SRU19.htm">http://www.soc.surrey.ac.uk/sru/SRU19.htm</a></p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is formative evaluation research and why is it necessary?</li> <li>2. Pre-production research and production testing are two phases of formative evaluation research. Discuss the key elements (as per Atkin and Freimuth (2001).</li> <li>3. Discuss some qualitative and quantitative research methods, and in what contexts would you use these.</li> </ol>
<p><b>Week 5</b></p> <p><b>Planning the Campaign</b></p>	<p>Through a case study of a social marketing campaign various aspects of campaign planning and implementation are discussed and critiqued.</p> <p><b>Reading</b></p> <p>Atkin, C., and Rice, R. (2012), Theory and Principles of Public Communication Campaigns. <i>Public Communication Campaigns Fourth Edition</i>, Thousand Oaks: Sage pp.1-19.</p> <p>UNAIDS (n.d.) 'Developing a campaign' accessed 2 February 2010 from <a href="http://data.unaids.org/WAC/in_waccampaignguide_04_en.pdf">data.unaids.org/WAC/in_waccampaignguide_04_en.pdf</a></p> <p>Arulamani.Gideon and Abdulla, Agisa (2007). Capturing the Ripples: Addressing the Sustainability of the Impact of Social Marketing, <i>Social Marketing Quarterly</i>, 13(4), 84 – 107</p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"> <li>1. Name some theories that are applicable to various aspects of public communication campaigns as discussed by Atkin and Rice (2012).</li> <li>2. What are the necessary elements in designing a good campaign as discussed by UN Aids? Discuss these in relation to a real campaign.</li> <li>3. What was the main aim of 'Capturing the Ripples' campaign and why was it successful?</li> </ol> <p><b>Group Activity:</b> Learn about the country where your campaign will be based.</p>

<p><b>Week 6</b></p> <p><b>Campaign Objective and Strategy</b></p>	<p>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.</p> <p><b>Reading</b></p> <p>Hastings, G. (2007). <i>Social Marketing: Why Should the Devil Have all the best Tunes?</i> Oxford: Elsevier, pp. 65-79.</p> <p>Lagarde, Francois (2006). How to Sum Up Your Social Marketing Strategy <i>Social Marketing Quarterly</i>, 12(4), 65 – 69.</p> <p>Toole, M., Dibley M.J., Phillips, R., Negin, J., &amp; Hilton, B., (2014). Reconnecting food security and nutrition security, <i>Development Bulletin</i>, No. 76, ANU.</p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the social marketing mix (See Hastings)? Discuss this in relation to a campaign.</li> <li>2. Why is it important to set measurable and realistic objective and how do you arrive at setting the right objective?</li> <li>3. Toole et al. provide an interesting framework of the determinants of child under-nutrition in relation to MDG 4. Explain some causes of under-nutrition and develop possible campaign objectives.</li> </ol> <p><b>Group Activity:</b> Using the client brief, formulate an objective which is strategic, measurable, achievable, realistic and time-specific (SMART). With the help of Lagarde's Table 1&amp; 2 sketch out your own campaign strategy.</p>
<p><b>Week 7</b></p> <p><b>Target Groups - Cultural and Gender Awareness</b></p>	<p>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.</p> <p><b>Reading</b></p> <p>Wilkins, Karin Gwinn (2005). Out of focus: gender visibilities in development in Hemer, O. &amp; Tufte, T. (Eds.) <i>Media and Global Change: Rethinking Communication for Development</i> Sweden: Nordicom; Buenos Aires: CLACSO.</p> <p>Long, K.H. (2009) 'On Sex, Sin and Silence: An Islamic Theology of Story telling for Aids Awareness' in Esack, F. and Chiddy, S. <i>Islam and Aids</i>, Oxford: Oneworld.</p> <p>Sundar Harris, U. (2009) 'Transforming images: reimagining women's work through participatory video' <i>Development in Practice</i>, Vol 19, Nos. 4 – 5</p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are some of the problematic development discourses in relation to women as discussed by Wilkins?</li> <li>2. How can storytelling enable greater acceptance to HIV/AIDS messages in Muslim communities?</li> <li>3. How can participatory video assist in empowering women and encouraging greater social cohesion in multicultural societies?</li> </ol> <p><b>Group Activity:</b> 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.</p>

<p><b>Week 8</b></p> <p><b>Media Selection</b></p>	<p>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.</p> <p><b>Reading</b></p> <p>Lefebvre, R. Craig (2007). 'The New Technology The Consumer as Participant Rather Than Target Audience', <i>Social Marketing Quarterly</i>, 13(3), pp.31 – 42.</p> <p>Gumucio-Dagron, A. &amp; Tufte, T. (Eds.) (2006). <i>Communication for Social Change Anthology: Historical and Contemporary Readings</i>, New Jersey: Communication for Social Change Consortium (CFSC), pp.690- 714</p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is Entertainment Education and how has it been integrated in communicating messages of social change? Give examples.</li> <li>2. How have countries like Pakistan and Indonesia used entertainment education as a discursive system to bring about attitudinal change?</li> <li>3. Why are new communication technologies such as Web 2.0 important platforms for social marketers? Provide examples.</li> </ol> <p><b>Group Activity:</b> Are you using top down or participatory approaches? How will this influence your media selection? What channels will you use for your message delivery.</p>
<p><b>Week 9</b></p> <p><b>Message Design and Principles of Persuasion</b></p>	<p>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.</p> <p><b>Reading</b></p> <p>Donovan, R. and Henley, Nadine (2003). <i>Social Marketing: Principles and Practice</i>, Melbourne: IP Communications, pp. 57-90</p> <p>Singer, C. (2013) 'Participatory Video and HIV/AIDS in South Africa: The STEPS for the future Series' in Kiran Prasad, ed., <i>New Media and Pathways of Social Change</i>, Kiran Prasad, (ed.), BRPC Publishing, New Delhi.</p> <p><b>Tutorial Questions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss Rossiter and Percy's six-step communication process in relation to a campaign you have come across.</li> <li>2. Discuss Cialdini's six principles of persuasion.</li> <li>3. Explain how participatory video was able to empower HIV/AIDS affected South Africans in the STEPS project.</li> </ol> <p><b>Group Activity:</b> 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?</p>
<p><b>Week 10</b></p> <p><b>Implementation and Ethics</b></p>	<p>Campaigners should have an awareness of moral guidelines during the implementation phase.</p> <p><b>Reading</b></p> <p>Guttman, N. and Salmon, C.T. (2004). 'Guilt, Fear, Stigma and Knowledge Gaps: Ethical Issues in Public Health Communication Interventions' <i>Bioethics</i> Vol.18 No 6.</p> <p>Mody B (1991). <i>Designing Messages for Development Communication</i>, Sage Publications. pp. 65 – 96.</p> <p><b>Group Activity:</b> 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.</p>

<b>Week 11</b> <b>Feedback and Evaluation</b>	<p>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.</p> <p><b>Reading</b></p> <p>Coffman, Julia (2002). <i>Public Communication Campaign Evaluation : An Environmental Scan of Challenges, Criticisms, Practice, and Opportunities</i>. Cambridge, MA: Harvard Family Research Project <a href="http://www.mediaevaluationproject.org/HFRP.pdf">http://www.mediaevaluationproject.org/HFRP.pdf</a> (Please go online or ilearn to read this article)</p> <p><b>Group Activity:</b> Work in groups on your campaign design.</p>
<b>Week 12 and 13</b> <b>Issues to consider in the future</b>	<p>Some key issues in the field of social marketing is discussed in this article by one of the leading contributors to the field.</p> <p><b>Reading</b></p> <p>Andreasen, Alan R. (2006). <i>Social Marketing in the 21st Century</i>, Thousand Oaks: Sage Publications, pp. 215- 236</p> <p><b>Group Activity:</b> Finalise your campaign and present your campaign plan to the partner organisation.</p>

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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](http://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](http://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.

## Additional information

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments/media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments/media_music_communication_and_cultural_studies/)

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcome

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

## Assessment tasks

- Campaign Design Presentation
- Campaign Report

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- 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

- Campaign Design Presentation
- Campaign Report
- Participation and Log

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- 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**

- Campaign Design Presentation
- Campaign Report
- Participation and Log

## **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.
- 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.

## **Assessment tasks**

- Knowledge Quiz
- Critical evaluation
- Campaign Report

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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

## Assessment task

- Critical evaluation

## 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 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**

- 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

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Identify social issues in the developing world and find effective solutions.
- Collaborate in team activities to achieve outcomes in a professional context.

## Assessment tasks

- Campaign Design Presentation
- Campaign Report
- Participation and Log

## Changes from Previous Offering

Unit readings are available online only.

ICOZ202 (PACE Stream) has been co-badged with ICOM202. Students are required to fill in an expression of interest (EOI) to enrol in ICOZ202 tutorial.

Lectures will be delivered via iletecture.

## PACE Stream

### PACE INTERNATIONAL PROJECT IN ICOZ202

This project is a unique opportunity for 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 communication 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, students develop a campaign plan based on a project brief provided 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. Students follow the same lectures and unit resources as for ICOM202.

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 ICOM/ICOZ202 Unit Guide which outlines the required academic activities and assessment tasks. If you have any questions about this process, please email [arts.pace@mq.edu.au](mailto:arts.pace@mq.edu.au).

For more information follow this link:

[http://students.mq.edu.au/opportunities/professional\\_and\\_community\\_engagement/pace\\_international/a\\_world\\_of\\_opportunities/on\\_campus/](http://students.mq.edu.au/opportunities/professional_and_community_engagement/pace_international/a_world_of_opportunities/on_campus/)