



# ICOZ202

## International Communication Campaigns PACE Stream

S1 Day 2016

*Department of Media, Music, Communication and Cultural Studies*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	8
<a href="#"><u>Unit Schedule</u></a>	9
<a href="#"><u>Policies and Procedures</u></a>	11
<a href="#"><u>Graduate Capabilities</u></a>	12
<a href="#"><u>Changes from Previous Offering</u></a>	17
<a href="#"><u>PACE Stream</u></a>	17

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Y3A 165I

Please email me for a consultation time

Credit points

3

Prerequisites

12cp and permission of Executive Dean of Faculty

Corequisites

Co-badged status

ICOZ202 is co-badged with ICOM202

Unit description

This unit is a unique opportunity for students to gain experience in a global context, developing a communication campaign for an overseas non-government organisation (NGO), all without leaving campus. 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. Prior to applying for special approval to enrol, interested students must lodge an online enquiry via [ask.mq.edu.au](http://ask.mq.edu.au) to request a link to the online Expression of Interest Form.

## 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 communication skills, including the ability to critique, write and present clear and persuasive arguments.

Participate in team activities during and outside of class to achieve outcomes in a professional context.

Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

## General Assessment Information

There are no examinations in this unit.

Missing more than two tutorials without medical certification or evidence of disruption will result in failure of the 10% 'Participation' component. Participation in team activity during class is an essential part of the PACE project and is linked to and underpins the unit Learning Outcomes. You are expected to present yourself for all group meetings and the final in-class presentation at the time and place designated.

Assessment tasks are aligned to the unit Learning Outcomes. Timely submission of assessment tasks is a unit requirement or penalties apply. 5% per day (including weekends) will be deducted for all late submissions unless Disruptions to Studies (including a request for an extension) is approved.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Knowledge Quiz</u></a>	10%	Week 4
<a href="#"><u>Critical Evaluation</u></a>	30%	12 April
<a href="#"><u>Campaign Design &amp; Presentation</u></a>	30%	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 the end of 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 submission: The quiz can be accessed through iLearn from the beginning of Week 4

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: **12 April**

Weighting: **30%**

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: 12000 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 submission: Turnitin submission only.

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

## Campaign Design & Presentation

Due: **Week 13**

Weighting: **30%**

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

ICOZ202 PACE stream students 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 uses online communications 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 create awareness and influence behaviour, attitude and opinion whilst representing marginalised groups' best interests. You will have six formal Skype meetings with the partner during one hour extended tutorial sessions in weeks 4, 5, 7, 9, 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 Empower Pacific in Fiji. 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/)

(Students will receive a project brief from the partner in Week 2)

Assessment submission: In class group presentation using Skype

### 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 communication skills in written and verbal form including presentation skills using resources and graphics in a virtual environment; 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 communication skills, including the ability to critique, write and present clear and persuasive arguments.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

## 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, and a copy placed in Dropbox for Partner use. Word count: Approximately 1000 words per student.

Assessment submission: Turnitin submission. Please collate all material as part of one report to be submitted by one person in the group. Please leave a copy of the report in the assigned Dropbox for the partner's use.

### 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 communication 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 communication skills, including the ability to critique, write and present clear and persuasive arguments.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

## 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 submission: Submit your individual self reflection questionnaire and the meeting log as part of the group campaign report in Turnitin

#### 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, tutorial attendance is compulsory, and missing more than two tutorials without medical certification or evidence of disruption will result in failure of the 10% 'Participation' component.

On successful completion you will be able to:

- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

## Delivery and Resources

### Delivery

There are no face to face lectures in this unit. Lectures will be recorded and can be accessed on Echo by Monday of each week. Tutorials begin in Wk 2.

All written assignments must be submitted into Turnitin. The online quiz is available via iLearn.

### Resources

#### REQUIRED READING

ICOZ202 Unit readings are available online.

#### RECOMMENDED READING

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

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

Donovan, Rob; Henley, Nadine (2010). Principles and Practice of Social Marketing : An International Perspective. Retrieved from <http://www.ebilib.com>



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

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

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

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

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

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

Wilkins, Karin Gwinn; Tufte, Thomas; Obregon, Rafael (2014). *Handbook of Development Communication and Social Change*. Retrieved from <http://www.ebilib.com>

### **Useful Online Resources**

United Nations <http://www.un.org/english/>

Sustainable Development Goals <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

UNDP <http://www.ua.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda.html>

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/)

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/>

Greenpeace <http://www.greenpeace.org/international/en/>

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

## **Unit Schedule**

<b>Week 1</b> <b>Unit Overview and Introduction to the field</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 Sustainable Development Goals?
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<p><b>Week 2</b></p> <p><b>Approaches to Information Campaigns</b></p>	<p>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</p>
<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>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>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>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>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>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>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>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>Week 11</b></p> <p><b>Feedback and Evaluation</b></p>	<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>

**Week 12 and 13** Finalise your campaign and present your campaign plan to the partner organisation.

Issues to consider in the future

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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/department\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_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 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.

### 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

- Identify social issues in the developing world and find effective solutions.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

### Assessment tasks

- Critical Evaluation
- 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

- Identify social issues in the developing world and find effective solutions.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.

- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

## **Assessment tasks**

- Critical Evaluation
- 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 communication skills, including the ability to critique, write and present clear and persuasive arguments.

## **Assessment tasks**

- Knowledge Quiz
- Critical Evaluation
- Campaign Design & Presentation
- 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.
- Identify social issues in the developing world and find effective solutions.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.

### **Assessment tasks**

- 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.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.

### **Assessment tasks**

- Critical Evaluation
- Campaign Design & Presentation
- Campaign Report
- Participation and Log

## **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**

- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Apply advanced communication skills, including the ability to critique, write and present clear and persuasive arguments.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

## **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 and interact professionally with outside partners in a cross-cultural and virtual environment.

## **Assessment tasks**

- Critical Evaluation
- Campaign Design & Presentation



- Campaign Report
- Participation and Log

## 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

- Analyse the problems of planning campaigns which are ethical, sustainable, and cross cultural.
- Identify social issues in the developing world and find effective solutions.
- Participate in team activities during and outside of class to achieve outcomes in a professional context.
- Collaborate and interact professionally with outside partners in a cross-cultural and virtual environment.

### Assessment tasks

- Campaign Design & Presentation
- Campaign Report
- Participation and Log

## Changes from Previous Offering

Students will be working with a new partner, Empower Pacific in Fiji.

## 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 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/)