ICOM301

Global Knowledge Society

S1 Day 2019

Department of Media, Music, Communication and Cultural Studies

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
lecturer
Qin Guo
qin.guo@mq.edu.au
Contact via email
Y3A 158
Monday 9am - 5pm

Sabine Krajewski
sabine.krajewski@mq.edu.au

Credit points
3

Prerequisites
39cp at 100 level or above

Corequisites
3cp in ICOM or MAS units at 300 level

Co-badged status

Unit description
This unit explores the transformation of human society as the result of information technology development. The unit introduces theories and concepts associate with global network society and knowledge society; transformation of the structure and productivity of the human society as the result of globalization; and the implications of the transformation of human society on the global politics, economic, education and individuals. This is the capstone unit for students of International Communication. Lectures and readings link disciplinary knowledge and skills to career paths. Students are expected to apply theories and concepts learned in this unit and in previous studies to analyse and critique cases in practical settings.

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:

Demonstrate a knowledge and understanding of disciplinary theories and concepts

related with global knowledge society and how these impact upon contemporary workforce.

Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.

Apply synthesised knowledge and skills to an initially unstructured authentic problem in the global knowledge society.

Engage in innovative learning through class participation and group project design and presentation.

Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.

Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

General Assessment Information

Assignment grading

All assignments of this unit are aligned to the standards outlined in the Macquarie University Assessment Policy ([https://staff.mq.edu.au/work/strategy-planning-and-governance/university- p olicies-and-procedures/policies/assessment](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment)). Marking rubric for each of the assignments is available on the iLearn. Students are expected to read the rubric before working on the assignment.

Assignment submission:

1. Submit the weekly seminar outline via Turnitin one week before the seminar takes place.

2. Submit the essay online via Turnitin by 5pm of the due date.

3. Submit the final project report online via Turnitin by 5pm of the due date.

Late submission:

1. Assessment tasks are aligned to the unit learning outcomes. Timely submission of assessment tasks is a unit requirement.

2. Late submission penalty: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

3. Re-Marks: The in-session re-mark application form is available at http://www.mq.edu.au/ pubstatic/public/download/?id=167914.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	10%	No	Ongoing
Weekly Seminar	10%	No	Week 4 - Week 9
Quiz	10%	No	Week 2, 3, 4, and 5
Essay	30%	No	Week 6 Monday, 5pm
Final project	40%	No	Week 11 Monday, 5pm

Participation

Due: **Ongoing**
Weighting: **10%**

Requirement

Students are expected to attend and engage actively in all learning and teaching activities of ICOM301.

You are required to attend all tutorial classes. As participation in the process of learning is linked to and underpins the unit Learning Outcomes (LO 4) you will need to apply for Special Consideration to cover any missed class.

Assessment Criteria

Participation will be assessed using the following criteria:

1. Engagement in learning and teaching activities: attend and actively engage in weekly tutorials; attend and actively engage in all the presentation sections of the final project (Week 11 to Week13).

2. Contribution to learning and teaching processes: Actively participate in all learning and teaching activities of this unit and contribute meaningfully to the in-class discussion/ presentation drawing on the concepts dealt with in the readings and lectures of this unit.

On successful completion you will be able to:
- Engage in innovative learning through class participation and group project design and presentation.

Weekly Seminar

Due: **Week 4 - Week 9**
Weighting: **10%**

Requirement

This is a group activity which requires students to research, plan and organise the discussion around the topic of the *previous week's* lecture. Students are encouraged to role-play based on one's own career trajectory (e.g. journalist, PR officer, policy adviser, diplomat, aid worker, etc.) and organise the activities in the guise of the figure. It is expected that in addition to the assigned weekly readings, students will read, watch and listen to a variety of texts including news reports, which are relevant to the topic of the seminar, and identify connecting themes. A key element of this assessment is to ascertain how well students can relate the readings to an issue in the real world and bring insights from within their chosen professional role. The discussion must endeavour to engage the whole class. The seminar can be presented in a variety of interesting formats (e.g. panel discussion, round table, focus group, press conference, debate etc.). The assessment include proposal and performance of the seminar.

1. Proposal of the seminar

500-word proposal: Based on the reading of the topic, each group is required to submit one proposal of the seminar one week before the seminar takes place.

The proposal should cover the follow points:

1) Major points of argument drawn from the readings and to be established in the seminar.

2) Evidences/cases supporting the arguments.

3) Method and design of the seminar.

The proposal is required to be submitted via Turnitin **one week before** the seminar takes place. Late submission will incur mark penalty.

2. Presentation of the seminar: 30 - 40 minutes each group

The assessment of the presentation of the seminar includes individual assessment (6 marks) and team assessment (4 marks).

Individual assessment criteria:

1) Demonstrated knowledge and understanding of the week's topic (concepts, theories and their relations with the real world) (4 marks).

2) Demonstrated effectiveness of inter-communication in intercultural context, including engaging the whole class and responding to audience (2 marks).

Team assessment criteria:

1) Submission of a well-developed seminar proposal (2 marks).

2) Demonstrated efficiency of teamwork and time management capacity during the presentation (2marks)

On successful completion you will be able to:
- Demonstrate a knowledge and understanding of disciplinary theories and concepts

related with global knowledge society and how these impact upon contemporary workforce.

- Engage in innovative learning through class participation and group project design and presentation.

Quiz

Due: **Week 2, 3, 4, and 5**
Weighting: **10%**

Requirement

Complete the quizzes on the iLearn in Week 2, Week 3, Week 4 and Week5. The quizzes are based on the contents of the reading and lecture of the week. This assignment aims to assess students' knowledge of the topic taught in the current week.

The quizzes will open on the iLearn after the lecture of the week and will close for entry at 5pm on Sunday each week. Late submission of this assignment will not be accepted.

Assessment Criteria

1. Knowledge of the contents covered in the readings and lectures.

2. On-time completion of the quizzes

On successful completion you will be able to:

- Demonstrate a knowledge and understanding of disciplinary theories and concepts related with global knowledge society and how these impact upon contemporary workforce.

Essay

Due: **Week 6 Monday, 5pm**
Weighting: **30%**

Requirement

This is an individual writing assignment. Students are required to write a 1000-word (with a 10% leniency) essay on the workforce in the knowledge society.

Essay question: In "The Network Society" (2005) (https://www.umass.edu/digitalcenter/research/pdfs/JF_NetworkSociety.pdf), Manuel Castells conceptualised the workforce in the knowledge society as self-programmable labour. Summarise the major points of Castells' conceptualization of self-programmable labour and discuss the implications of this conceptualisation in the capability development of a university student – a future knowledge worker. Students are encouraged to associate the discussion with their career ambitions. The essay needs to discuss the following points:

1. What are the major points of Castells' conceptualisation of self-programmable labour;
2. What are the implications of Castells' conceptualisation of self-programmable labour in the capability development of a university student.

The work should be written and presented properly (accurate grammar, punctuation and spelling and proper structure). Additional references are expected, although there is no limitation of the numbers of the additional references. Both quality and quantity of the references will be considered. All source material used in the work should be referenced properly using Harvard referencing style.

Assessment Criteria

This assignment will be assessed using the following criteria:

1. Demonstrated understanding of the major points of Castells' conceptualisation of self-programmable labour.
2. Demonstrated capability to associate relevant concepts of global knowledge society in discussing the implication of Castells' conceptualisation of self-programmable labour.
3. Evidence of research with appropriately referenced source material.
4. Properly presented (grammar, punctuation, spelling, and structure).

Submission of the essay

Electronic submission via Turnitin is required. Deadline of the submission is 5pm on the due date.

Late submission will incur mark penalty.

On successful completion you will be able to:
- Demonstrate a knowledge and understanding of disciplinary theories and concepts related with global knowledge society and how these impact upon contemporary workforce.
- Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.

Final project

Due: **Week 11 Monday, 5pm**
Weighting: **40%**

Requirement

Working in groups, students are required to investigate and write a briefing report on a specific issue (e.g. education, environment, poverty, international relation etc.) for the relevant Federal

(National) Minister of a selected country, and make an oral presentation in the tutorial class.

You are expected to integrate key concepts and theories learned in this unit in your project report. Work to be submitted/presented for this assessment includes the written report, the presentation and teammate evaluation.

Students are required to work in groups to complete the final project. However, they will be marked individually based on:

1. Briefing report (10marks)

2. Group performance at the presentation (5 marks)

3. Individual performance at the presentation (20)

4. and teammate evaluation (5marks)

Briefing report (group, 10 marks)

The briefing report (2000 words, with a 10% leniency) should include the following sections:

• The topic of the briefing report;

• Background of the issue;

• Analysis of the issue (significant aspects of the issue, prospective problems/ consequences/ opportunities);

• Identification and discussion of the options of solution, and recommendations to address the issue;

• References (Harvard referencing style).

The report will be assessed using the following criteria. Each group will be given one mark for the report.

1. Demonstrated understanding and knowledge of theories and concepts of global knowledge society.

2. Demonstrated capability to apply theories to analyse practical issues.

3. Evidence of research of the issue with appropriately referenced source material.

4. Accurate grammar, punctuation, spelling, and proper structure.

Each group is required to submit ONE briefing report via Turnitin by 5pm on the due date. **Late submission will incur mark penalty.**

Presentation (group and individual, 25 marks)

The presentation will take place in the tutorial classes in Week 11 to 13.

For each group: 20 minutes presentation, 5 minutes answering questions from the audiences

Assessment criteria of the group performance at the presentation

1. Collaboration between the team members

Assessment criteria of the **individual performance** at the presentation

1. Quality of the content presented (demonstrated understanding and knowledge of relevant theories andconcepts)
2. Organisation and presentation of the content (clearly stated key points, logically organised, interestingly and convincingly presented, voice, eye contact)

Teammate evaluation (5 marks)

Each student submits an evaluation on the teammates within the group, using the Teammate Evaluation Form. This will include comments on and a recommended mark for each of the teammates based on their performance in the process of preparing the group project in terms of their attitude, initiative, and contribution. Please refer to the Teammate Evaluation Rubric for detailed marking standards.

Submit the hardcopy of the teammate evaluation form (available on the iLearn) to your tutor in the tutorial class on the day of your presentation. Late submission of the form will incur mark penalty.

On successful completion you will be able to:

- Demonstrate a knowledge and understanding of disciplinary theories and concepts related with global knowledge society and how these impact upon contemporary workforce.
- Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- Apply synthesised knowledge and skills to an initially unstructured authentic problem in the global knowledge society.
- Engage in innovative learning through class participation and group project design and presentation.
- Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.
- Apply inter-disciplinary approaches to analysing issues and finding solutions in a society which is global, networked and informational.

Delivery and Resources

The unit will be delivered on campus in forms of lectures and tutorials. Students are expected to complete the reading and reflect on the reading questions of the week before attending the lecture and tutorial. All required reading materials are available in the Reader of ICOM301. The reader can be purchased from the Co-op bookstore on the campus.

Students are expected to make use of material and information available in the library, on the internet and other published resources to enrich their study experiences.

1. Lectures - The lectures start from Week One. Students are expected to attend the lectures (or iLecture). Lecture notes (PPTs) will be uploaded onto iLearn each week **after** the lecture.Updated weekly reading list can be found in the end of each week's lecture PPT.

2. Tutorials - The Tutorials start from Week Two. Students are required to attend and actively participate in the weekly tutorials.

3. Course reader - All students are required to purchase the Reader of this unit which is available from Macquarie University Co-op Bookshop.

4. iLearn - The iLearn is an important information resource and communication platform for this unit. Important information about learning and teaching of this unit will be distributed through iLearn. It is expected that all students are visiting the iLearn regularly.

5. MQ email – Please check your MQ email regularly. This is the major channel the lecturer and tutors will use to circulate important information and announcement.

Unit Schedule

Week 1

Unit Overview and Introduction

The global knowledge society reflects an innovative way of organising societies, economies, culture and politics by utilising theory, science, technology and communications. It offers a means to overcome the legacy of underdevelopment and address persistent and emerging problems like inequality, depletion of resources, and intercultural/national conflicts through education, communication and application of advanced theoretical insight. It proposes a model for change in advanced and developing societies.

Reading:

Unit Outline

Activities: L&T content outline and objectives, expectations and assessments, contact details.

Week 2

Information Society

The concepts of the Information Society, post-industrialisation and the knowledge society are drawn from visions about how technology and social organisation would interact to drive new opportunities for democracy, wealth creation, peace and security. They were also a deeply ideological project.

Reading

Webster, Frank (2005). Making Sense of the Information Age in *Information, Communication & Society*. Vol. 8, No4 December 2005, pp439-458

McDowell, Stephen D. (2001), 'Theory and Research in International Communication: A Historical and Institutional Account,' in William Gudykunst and Bella Mody (eds.), *Handbook of International and Intercultural Communication* (Second Edition) Thousand Oaks: Sage. pp5-19

Tutorial questions: What constitutes a post-industrial society? Has technology been used to improve well-being and security? What are the values behind the information society? Are there alternatives or deficiencies?

Week 3

The Promise of the Knowledge Society

The knowledge society reflects an idealistic proposition on the development of science, technology, information and communication to benefit whole communities. It reflects a model for development that is applicable to both advanced and emerging economies.

Reading

UNESCO (2005). 'Introduction' in *Towards Knowledge Societies* (UNESCO World Report) Stehr, Nico (2007). 'Modern Societies as Knowledge Societies' in Sales, A. & Fournier, M. (Eds) *Knowledge, Communication & Creativity*. London: Sage. pp17-23

Tutorial questions: What is the premise of the knowledge society? Does it hold any value for improving life? What social, cultural and political factors inhibit its application? Why is theory useful for development and policy formation?

Week 4

Educating the Knowledge Worker

The knowledge economy reflects the structuring of production and society in ways that encourage the commodification of information and knowledge. This approach reflects the values of individual financial gain and private enterprise. It has become the favoured approach of national governments and international policy organisations.

Reading:

Delanty, Gerard. (2001). 'The University in the Knowledge Society', in *Organization* 8(2). pp149-153

Reich, Robert B. (1992). 'The Education of the Symbolic Analyst (I)' in *The work of nations: Preparing ourselves for 21st century capitalism*, New York:Vintage Books. pp225-233

Tutorial questions: What are the values of the Knowledge Economy? How might these values and practices work against social interests? Who is likely to find knowledge economy a positive approach? Why is knowledge important for innovation?

Week 5

Working in the Knowledge Society

The establishment of a global market linked through communication technologies has changed the nature of work in many industries associated with the information age. Knowledge is central to catching the opportunities of the global economy and universities play a key role in training the workers.

Reading

Kessels, Joseph. (2001).'Learning in organizations: a corporate curriculum for the knowledge economy" in *Future 33 (2001), pp497-506*

Drucker, P. (1998). 'The Discipline of Innovation' in *Harvard Business Review* (November-December 1998), pp3-8.

Tutorial questions: Why has knowledge become so important to work in the global economy? What are the skills necessary to succeed in the information society? Why has advanced knowledge education become an important policy issue for governments? If advanced knowledge is so important for national economies success, why have many governments introduced university fees? Should government, business or the individual support the cost of education?

Week 6

International Public Sphere

Media and communications argued to be the safeguard of democratic rights and citizenship yet these institutions seem to be playing a diminishing role in reflecting the public   interest.

Reading

Calhoun, C. (2007). 'Information Technology and the International Public Sphere' in Sales, A. & Fournier, M. (Eds) *Knowledge, Communication & Creativity*. London: Sage. pp77-95

Gandy, Oscar. H. (2002). The Real digital divide: Citizens versus consumers, in Leah A. Lievrouw and Sonia M. Livingstone (eds.), *The Handbook of New Media: Social Shaping and Consequences of ICTs*, London: Sage Publications. pp448-460

Tutorial questions: Does the media or new communications offer the best way to raise issues and explore the promise of the knowledge society? How many public spheres exist in each society and internationally? Do these public spheres offer places to debate alternative or controversial views that make up society? Which voices seem to be strongest in the public sphere? Is Wikileaks important for democracy? Why are democratic governments against it?

Week 7

Managing Information

Public relations sector has enjoyed a phenomenal growth and plays an important role in knowledge management in all sectors – private, public and civil society organization. An important aspect of strategic communication is to promote dialogue with different publics. We'll discuss the trends and challenges in strategic communication which may include crises communication, public affairs, press relations, marketing communication,   etc.

Reading

Patching, R. and Pearson, M. (2009). 'Censorship Through Spin' in Banerjee, I. & Muppidi, S. (Eds) *Changing Media, Changing Societies,* Singapore: AMIC.

Frith, K. & Chen, J. (2006). 'Insights On The Education Needs Of Aspiring Advertising Professionals' in *Media Asia* 33 (1 & 2). pp79-86

Tutorial questions: Should government spend public money on spin? What are the dangers and advantages of managing information in this way? Is truth a casualty? Who benefits from Public Relations? How does it impact on the news media? What are the skills and knowledge required to work in this area?

Week 8

Deeper Divides or Greater Equity?

International comparisons often show the great gulf between societies in terms of access to technology, education and income. These divides seem to be persistent and leading to inequalities between people within and between societies.

Reading

McMichael, P. (2008) 'The Globalization Project in Practice' in *Development and Social Change,* Thousand Oaks: Pine Forge Press. pp191-227

Hywel, W. (2009) *In Our Time: The Speeches that shaped the Modern World (Anita   Roddick),* London: Quercus. pp186-189

Tutorial questions: What are the characteristics of the digital divide? What are the other types of divides which reduce peoples' ability to participate in the knowledge society? How could these divides be tackled? Is it important to tackle the divides or should we accept that inequality is a part of human life? Does the adoption of technologies change local cultures and societies? Why would some people find these conceptions to be alien? How could these ideas be improved?

Week 9

Owning Knowledge Intellectual Property

Ownership of knowledge has become a crucial issue all over the world as international regimes gradually increase the range of property rights that can be expressed over information and

knowledge. Indigenous knowledge has been marginalised or appropriated by modern capital. What are the interests that lie behind corporatisation of knowledge   ownership?

Reading

Drahos, Peter with Braithwaite, John (2002). 'The Knowledge Game' in *Information Feudalism. Who owns the knowledge economy*, London: Earthscan Publications Ltd. pp39-60

Laughlin, Robert (2009). Standing to reason, *Sydney Morning Herald,* January 17-18,   p.6.

Tutorial questions: Have you ever copied a CD or computer game? Is it right for people to steal intellectual property? Should companies be allowed to exclusively own knowledge and be able to control its use? Does this help or hinder the progress of human life and   society?

Week 10

Research for the Final Project

Reading

Castells, Manuel (2000) 'Conclusion' in *The Rise of Network Society, 2nd   Edition,* Oxford:Blackwell Publishers. pp501-509

Himanen, Pekka (2004) *Challenges of the Global Information Society* at http://web.eduskunta.fi/dman/Document.phx?documentId=br11307103930385&cmd=download

Week 11-13 Group project and presentation

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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) 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

If you are a Global MBA student contact globalmba.support@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/.

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.

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

- Apply synthesised knowledge and skills to an initially unstructured authentic problem in the global knowledge society.
- Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.

Assessment tasks

- Weekly Seminar
- Final project

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 outcome

- Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.

Assessment task

- Weekly Seminar

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 outcome

- Engage in innovative learning through class participation and group project design and presentation.

Assessment tasks

- Participation
- Final project

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

- Demonstrate a knowledge and understanding of disciplinary theories and concepts related with global knowledge society and how these impact upon contemporary workforce.
- Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- Apply synthesised knowledge and skills to an initially unstructured authentic problem in the global knowledge society.
- Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.

Assessment tasks

- Weekly Seminar
- Quiz
- Essay
- Final project

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

- Demonstrate a knowledge and understanding of disciplinary theories and concepts related with global knowledge society and how these impact upon contemporary workforce.
- Integrate and synthesise prior knowledge and learning across diverse topic areas in the discipline of communication.
- Apply synthesised knowledge and skills to an initially unstructured authentic problem in the global knowledge society.
- Translate discipline-based skills and knowledge to career pathways informed by updated knowledge of the field.

Assessment tasks

- Essay
- Final project

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 outcome

- Apply synthesised knowledge and skills to an initially unstructured authentic problem in the global knowledge society.

Assessment task

- Final project

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 outcome

- Engage in innovative learning through class participation and group project design and presentation.

Assessment tasks

- Participation
- Weekly Seminar
- Final project

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 outcome

- Engage in innovative learning through class participation and group project design and presentation.

Assessment tasks

- Weekly Seminar
- Final project

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 outcome

- Engage in innovative learning through class participation and group project design and presentation.

Assessment task

- Participation