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Blurring the Journalistic Boundaries between Pedagogy and a Mediatized Society

Journalism is no longer the preserve of the Humanities and Social Sciences. Every facet of academia, education and universities are impacted by the mediatization of society. Scientists, both natural and social, are ever more including analysis of grant applications, student thesis, pedagogical practices, and the curriculum. At the same time, technical innovations have generated new threads to pedagogical practice and research outputs. Post graduate students are including journalistic discourse in their research proposals. The media is the message, and we are the media. For example, [The Conversation.com.au](http://TheConversation.com.au) is a multi-disciplinary concept involving politics, scientists, sociologists, anthropologists, business, environmentalists and a plethora of academic fields, linked through a common discourse of journalism. Such websites are filtering down into pedagogical practices as journalism and the curriculum are increasingly bound together in academic analysis. Increasingly, academics are infused with messages to tweet their research, tell friends on Facebook and examine media impacts from non-traditional fields. Through original empirical research and textual analysis of media text, this paper explores the mediatization of academia; and asks if there is a clear boundary between journalism and academics? Or do academics have to keep the journalist in mind when presenting their research; and how much has the shift in traditional journalistic practices altered our pedagogical practices.

Dr Maxine Newlands is a lecturer in journalism at the James Cook University, Qld. She is also a media practitioner in journalism for the BBC and commercial radio in the UK, The Ecologist, The Conversation, and has published numerous book chapters. Maxine's research focuses on environmental journalism, activism, media discourse and social justice.