Skillset, Toolkit, Mindset for working journalists:

digitalnews academy
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Introduction – short description of all groups involved</td>
<td>5</td>
</tr>
<tr>
<td>The Case:</td>
<td>7</td>
</tr>
<tr>
<td>Properly Documented “Challenge”</td>
<td>7</td>
</tr>
<tr>
<td>Effective Partnering Agreement / “Commitment”</td>
<td>12</td>
</tr>
<tr>
<td>Appropriate “L&amp;D Initiative”</td>
<td>16</td>
</tr>
<tr>
<td>Proven Business “Impact”</td>
<td>26</td>
</tr>
<tr>
<td>Reflections and concluding remarks</td>
<td>34</td>
</tr>
<tr>
<td>References Bibliography</td>
<td>36</td>
</tr>
<tr>
<td>Key to Abbreviations</td>
<td>37</td>
</tr>
<tr>
<td>Appendices</td>
<td>38</td>
</tr>
</tbody>
</table>

Word count: 4171
Executive summary.
The Digital News Academy is a world-first initiative to train working journalists in digital skills.

News Corp Australia, Google and Melbourne Business School combined the knowledge and resources from leading media, technology and education organisations to drive grassroots change to deliver a stronger future for journalism.

The program was devised to address a well-documented shortfall in vital skills, such as audio and video production, data journalism and social media. Journalists need to have the skills necessary to tell stories and reach audiences on different and evolving platforms, as the industry grapples with rapid digital transformation and the impact of Artificial Intelligence.

The Discovery and Design process involved detailed documentation delivered after extensive interviews and focus groups with industry stakeholders. Discovery documentation reinforced the need for the academy to be practically-focussed, suit time-poor learners at any career stage from the smallest to the largest newsrooms located anywhere in the country, while also fostering collaboration and community.

Program and learning objectives were developed and desired impact identified to be adaptable and accessible, integrated into newsroom practice, collaborative and to contribute to a sustainable and thriving news industry.

A key taxonomy of skillset, toolkit, mindset was factored as the learning architecture was developed, Learning Management System selected and curriculum built to cover mobile journalism, multichannel and vertical storytelling, audience engagement, verification and data journalism with more than 30 world-class subject matter experts engaged.

Impact, learner experience and engagement and completion reporting provide quantitative and qualitative feedback, demonstrating clear individual and industry results. Extensive data collection has allowed for agility and to quickly address concerns in curriculum or structure.

The Digital News Academy was launched in 2022 with three newsgroups and has grown to more than 40 spanning Australia, New Zealand, the US and UK with close to 600 learners involved.

Executive summary •

2022 Digital News Academy launched with 3 newsgroups

2024 Grown to more than 40 newsgroups spanning Australia, New Zealand, the US and UK with close to 600 learners
Introduction
Introduction

Melbourne Business School is one of Australia’s top-tiered business schools, renowned for its pioneering expertise and commitment to shaping and unleashing the future of business. The school offers a transformative learning experience by integrating subject matter expertise into immersive content with practical, real-world application, to equip learners with the skills, insights, and best-in-class knowledge to lead in today’s complex business environment.

News Corp Australia is the nation’s number one media group, serving over 18 million Australians each month, providing news and information across multiple print, video, audio and digital platforms. One of NCA’s primary values is to make a difference and to improve the lives of audiences and communities.

Google is one of the biggest financial supporters of journalism globally. Google collaborates extensively with the news industry and has provided billions of dollars to support the creation of quality journalism at a time of rapid digital transformation.

Short description of all groups involved
The case

Properly documented challenge
Two of the world’s biggest names in technology and media, Google and News Corp Australia (NCA), approached Melbourne Business School (MBS) with a challenge - to create a capability Academy to bolster the digital skills of working journalists.

The problem: A digital skills shortfall in newsrooms, exhibited at all career stages.

NCA Group Executive – Corporate Affairs, Policy and Government Relations and Head of Academy Campbell Reid said the industry had been “trapped by traditional technologies”.

He said digital news businesses needed to engage more effectively with audiences on platforms of their choice.

As business models move from traditional advertising models to subscription and hybrid models, journalists need to have the skills and tools to produce multimedia and data-driven content on different platforms.

Grappling with fast-paced digital transformation, including AI, newsgroups needed to adapt and adopt new skills and tools to thrive.
MBS initiated a Discover & Define phase to consider four key lines of enquiry - organisational context and strategy, understanding potential Academy learners and their working environments, identifying future capabilities and skills requiring development and understanding the existing knowledge, expertise and learning resources available.

This phase involved a research plan, gathering information from more than 30 interviews with stakeholders at NCA and Google, as well as focus groups with dozens of potential learners.

As context, the Discovery & Define document outlined the preliminary primary objectives for the Academy to uplift capability, empower journalists to engage existing and new audiences and build a sustainable business model for local and regional journalism.

The exercise uncovered a vast range of potential curriculum areas, and responses were largely focused on skills and tools required to improve practice and make tasks easier.

Journalists reported being time poor, so any solution would have to be targeted, easy to access and follow from any location from metropolitan centres to remote rural sites.

An Academy model would also have to support learners to balance the requirements of print-focussed production with emerging digital platforms.

Any solution needed to be practically-focussed and an extension of their newsroom practice.

As one study participant noted: “Practicality – seamless transition of learning outcomes into the newsroom.”

In addition to the Discovery & Define document, the Academy Director Sonja Heydeman considered a body of research, which echoed industry need for digital skills across social media, digital tools, data journalism, audio and video production (p.44, Fisher et. al 2020).

There was consideration around the complexity of content as the clients wanted journalists to work with data, a well-documented challenge for educators in university settings (Zhu & Du 2018; Berret & Phillips 2016; Griffin & Dunwoody 2016).

Another crucial factor would be the need to bring together a community from an often siloed industry incorporating competing newsgroups.

In the publication News Beyond 23, Heydeman said: “Journalists have traditionally been wary of straying too far outside the comfort zone of their own newsgroup.”

Any program would need to create and foster community and establish an equitable centre of learning.

This was supported by Discovery research which determined the need for cross-organisational and industry collaboration.

MBS received a brief to proceed with academy development, with ambitious targets for the program to be developed and implemented within the year.
The case • Properly documented challenge

Alignment with the three corporate strategies

MBS had to devise, develop and deliver a world-first program. This aligned with its corporate strategies to partner with organisations to create unique solutions to their specific challenges. As the trusted partner of the region’s top organisations, MBS helps organisations transform themselves through co-designed learning experiences, and empower learners to rethink, reconnect, and drive results.

The challenge and solution aligned to Google’s strategy to generate widespread industry understanding and adoption of digital technologies to support newsgroups, especially newsrooms in regional and rural Australia. Change needed to empower journalists and newsrooms, supporting industry sustainability.

As the largest newsgroup in the country, NCA was well-positioned to articulate and tackle the business problem with a practical, grassroots program for change. Strategically, NCA was prepared and committed to be a driver of a skills-based revolution within their newsgroup and the industry more broadly.

HR and business processes

MBS recruited specific team members and deployed specialists from within their Learning Innovation team. Key Digital News Academy (DNA) team members were employed - Academy Director, Project Manager, Liaison, Student Success - Design, Production and Evaluation.

NCA’s Campbell Reid took the role as the Head of Academy.

Google and NCA contributed resources to support program development and remain firmly committed contributors, joining MBS through intensive ongoing engagement with a weekly program working group, governance meetings, stand-ups to identify program blockers and Steering Committee meetings. Regular curriculum reviews involve industry partners with a focus on agility, flexibility and responsiveness revising or incorporating material, as needed.
The preliminary primary objectives for the Academy were to uplift capability, empower journalists, to engage existing and new audiences and build a sustainable business model for local and regional journalism.

**Desired impact of the L+D initiative as formulated from the outset**

The desired impact was to:

1. Build a world-first academy model
2. Be adaptable to teach evolving digital skills and tools
3. Be accessible and relevant to journalists at all career stages and locations from a broad range of newsgroups
4. Be integrated in newsroom practice
5. Build and foster community – a more collaborative and connected industry in which regional and metropolitan journalism have a strong voice
6. Drive audience engagement
7. Contribute to a sustainable and thriving news industry in Australia (and beyond)
The case • Effective Partnering Agreement / “Commitment”

Analysis of changes in human behaviour / performance and organisation necessary to achieve the desired impact

Primary areas identified requiring change in human behaviour and performance involved the willingness to learn and be open to change, integrating learning into their newsrooms.

The document outlined three enablers for potential success - to help learners make space for learning, be highly credible and have real, practical impact on the work of journalists.

A key taxonomy emerged in line with elements of capability development: core attitudes and values (Mindset), the knowledge and skills required (Skillset) and the new tools needed to integrate into day-to-day work (Toolkit).

An organisational element identified was support from newsgroups’ leadership to back learner participation. Another crucial requirement identified was broad industry engagement and the willingness for journalists and newsgroups to collaborate.

From an operational perspective, the multidisciplinary nature of the proposed partnership was considered beneficial to create a program to facilitate individual and industry change.

Through collaborative efforts noted above and regular curriculum reviews, industry partners focus on agility, flexibility and responsiveness revising or incorporating material, as needed.
The case • Effective Partnering Agreement / “Commitment”

Commitments regarding deliverables and impact

The inception of the DNA was initiated through a pilot contract based on key deliverables and objectives to design, develop, deliver, and improve an iteration of the academy experience to a pilot of 50 key learners, to validate the model, refine the learning experience, and continuously improve the content quality and impact. After a successful pilot experience, the parties formed a three-year contract to continuously evolve the academy, and train a further 700 learners.

Commitments regarding deliverables and impact

This initiative was of paramount importance to the L&D function and involved a complex and challenging set of requirements.

The planning, development and delivery timelines were ambitious with a window of around five months in which to plan and develop the first stage of the program before welcoming our pilot learners.

There was an agreement to enrol 750 learners at different career roles and stages over a three year period from newsgroups across the country.

Importance of the initiative to the L+D function and complexity and scale of the initiative

What needed to happen?

- A team had to be assigned with working groups and workflows established
- Establishment of end-to-end entry and exit strategy
- Engagement of industry stakeholders
- Design and development of learning architecture, including LMS selection and build
- Curriculum design and development
- Subject Matter Expert (SME) engagement and direction
- Assessment structure and outline
- Establishment of evaluation processes
- Communications planning and development
- Continuous improvement planning & systems development
The partnership began with the commitment, endorsement and participation at the highest levels of the organisations involved.

The initial commitment stemmed from discussions between the Executive Chairman of News Corp Australia Michael Miller and Managing Director and VP, Google Australia & New Zealand Mel Silva which identified the vision for an academy.

Both organisations then brought in experienced leaders with a strong vision for what this partnership could mean to journalists and the industry more broadly. Leaders included Campbell Reid, Rod Savage, Peter Judd, Nic Hopkins and Shilpa Jhunjhunwala.

MBS, led by then Dean Ian Harper committed to the project and engaged an Academy Director to lead key areas of development.

With funding arrangements and the team in place, a substantial commitment of time and focus required to get results, the DNA was well positioned to be sustainable for the agreed period with potential into the future.
The case

Appropriate "L&D Initiative"
The initial program objectives of the DNA were as follows:

**Uplift capability** in digital journalism, focusing primarily on journalists

**Empower journalists** to engage existing and new audiences with great digital stories

**Build a sustainable business model** for local and regional journalism

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Five learning objectives were identified to reflect these goals.

1. Apply cutting edge digital storytelling skills to meet the expectations of evolving newsrooms
2. Leverage a raft of digital tools to explore, gather and present stories
3. Adapt stories to different mediums and platforms to reach diverse audiences
4. Identify the differing requirements of audiences to drive engagement and growth in a commercial newsroom context
5. Develop an adaptable, change-positive and future-focussed approach to news and innovation
The case • Appropriate “L&D Initiative”

Overview

All stages of design and development received input from Google, NCA and key MBS representatives with regular **design/program working group meetings and workshops.**

During the Define stage, MBS’ design team developed a delivery model for an effective, bite-sized, skills, tools and mindset-focused program.

There was a focus on human-centred design practices during conceptualisation with learner journey mapping in Define, brainstorming and co-creation workshop during ideation and accessible and inclusive design for user-centricity. A structure was suggested to provide synchronous and asynchronous components allowing for immersive Live Labs with world class speakers, interactivity, high-quality self-paced content in a mobile-first LMS, drop-in sessions and learner communities called pods.

Sprints (or topics) were designed to run for four weeks, with nine sprints in the program, evenly sectioned into Foundation, Intermediate and Breakthrough modules.

Each learning sprint was broken into an introductory video, Live Lab, Reflection, three-hour self-paced Explore section and activity-centred Embed section.

Each sprint would involve approximately eight-hours of learning.
The case • Appropriate “L&D Initiative”

**Immerse**

**Live Lab:** Special Guests/Subject Matter Experts join a live moderated conversation with Head of Academy on the upcoming spring topic

**Reflect**

At the start of every sprint, learners reflect on their current use or knowledge of the sprint topic

**Explore**

Self-paced content on the sprint topic including activities and opportunities for next-day at-work application of the curriculum

**Embed**

The final task of every sprint combines the knowledge learners gained throughout the self-paced content into often publishable stories

**Gnowbe Interaction:** Learners and the team post and interact on the learning platform in the form of likes and feedback

**Solutions Hub:** Learners post their questions on the designated area in Gnowbe to seek answers and solutions from the team or experts

**Academy Director Drop-in Sessions:** The team along with subject matter experts or Academy Champions join the learners in online classes to answer questions and work through live examples

**Individual Sprint Structure**
The case • Appropriate “L&D Initiative”

Self-paced learning and our LMS

Gnowbe, a mobile first Learning Management System (LMS), was adopted to facilitate the agreed learning architecture.

Gnowbe was selected for its go-anywhere capabilities and ease of use for learners to engage with content and undertake activities.

The sprint structure was refined in the development phase to start each sprint with an online Live Lab to engage and inspire the learners for what was to come, providing a balanced learner experience.

The live events were initially planned using two systems – a live video platform called Restream designed for sophisticated broadcast-style outputs and the more personal and engaging Google Meet.

The program now solely uses Google Meet as a more interactive and personal option.

The choice of technologies through Gnowbe and Google Meet supported the time-poor nature of learners, as well as time zone differences and locations.
The case • Appropriate “L&D Initiative”

While the initial stages of curriculum planning were informed in part by the Discovery document, the Academy Director Sonja Heydeman was appointed by MBS to identify and develop key themes and content and deliver the program.

Heydeman was selected as an award-winning journalism educator and recipient of the 2020 Outstanding Educator award from the Journalism Education and Research Association of Australia.

Heydeman’s intent for the program was to develop a curriculum that resulted in tangible newsroom outputs, embracing practice pedagogy and pedagogies of inquiry-based and experiential learning.

A starter curriculum matrix was developed, validated and expanded with the support of numerous subject matter experts (SMEs).
The case • Appropriate “L&D Initiative”

Subject Matter

Experts

Multiple world-class SMEs were consulted and integrated into synchronous and asynchronous elements of the program.

So far, more than a dozen experts have contributed videos, activities and checklists for self-paced content and dozens of Live Lab guests have been engaged.

Experts include

30 Emmy Award winning mobile journalist Mike Castellucci
Mobile specialist Yusuf Omar
The BBC’s Dougal Shaw
The Wall Street Journal’s Julia Munslow
Information is Beautiful’s David McCandless
Verification expert Eoghan Sweeney
Shibsted’s Lena K. Samuelsson
Pulitzer finalist MaryJo Webster

Content is refined and/or amended based on feedback and review. Regular content and design reviews are in place, as well as a Just-In-Time form for urgent amendments.
The case ● Appropriate “L&D Initiative”

Learning methods and the learning environment

In addition to Live Labs noted above, the program has multiple synchronous and asynchronous elements.

The mobile-first LMS Gnowbe was crucial to provide one-stop access to learners.

Gnowbe’s Discussion Board supports learner interaction through posts and a dedicated Solutions Hub where questions could be posted for expert technical responses.

Drop-in sessions involve regular informal gathering of learners with the DNA learner-facing team and experts as needed to consolidate curriculum content and provide a strong vehicle for community building.

Learners are also divided into smaller groups called ‘pods’ to provide feedback and support across the nine-months.

Many of our learners become Academy Champions, returning to speak to future groups, sharing their experiences and advice.

While digital delivery is the primary focus, learners have access to an in-person annual event and the chance to compete for a place in a US Study tour.
The case • Appropriate “L&D Initiative”

**Nomination process and Academy entry**

The scaffolded nature of the learning sequence meant the group make-up needed to be controlled with a single entry point to start the program.

A detailed application process has been instituted.

NCA and other news organisations share application details with their news teams.

Journalists can then apply, providing information about their experience, why they want to join the program, considering their future and the industry, the skills they’d like to extend or learn and confirmation they are prepared for the commitment required to undertake the program.

Applications are panel-reviewed, applicants’ managers consulted, and, if they are approved, learners are welcomed into the program with an email from the Head of Academy and Academy Director.

A series of emails welcome learners and prepare them to engage with the LMS with a Welcome Module.
The case • Appropriate “L&D Initiative”

Progress indicators and learning measurement

Learning achievement was designed to gauge individual development in key skill-sets, as well as showcasing how skills developed across the program had translated directly into learners’ journalism.

Learning achievement is based on the following:

- Gnowbe engagement analytics
- Live Lab attendance
- Individual tasks – skills-focused – one per module
- Portfolio of work inspired by the Academy experience

Program completion

Successful completion of each of the three modules and completion of the overall program receives recognition with electronic badges that can be shared on social media. 931 badges have been issued so far.
The case

Proven Business
“Impact”
The case • Proven Business “Impact”

Quantitative and qualitative indicators of **impact**

The program has achieved exceptional results against key measures.

The DNA’s evaluation team conducts fortnightly data sweeps in Gnowbe to track engagement and completion rates for each group at different stages in the program.

Impact reporting, determining the translation of curriculum into newsroom practice, is conducted at the end of each module, as well as Learner Experience surveys and focus groups. This involves quantitative and qualitative feedback.

This is significant as it meets the clients expectations that the program would be practically-focused and designed to immediately feed back to daily practice.

Extensive data collection allowed us to make informed decisions quickly and address issues as they presented, such as clarifying or changing content or amending our pod system when proposed group dynamics were ineffective.

| IMPACT | Reports show excellent application of learning. Between 81–100% of respondents report the program’s curriculum translates directly to practice. | Learner completion rates consistently sit above 80% and more frequently above 90% | The Learner Experience surveys record how useful learners find the experience. The three most recent surveys show 95, 100 and 100% of respondents agreed/somewhat agreed the experience was useful. |
The case • Proven Business “Impact”

Changes prompted by the L+D initiative

The initiative has brought genuine change to the industry and individual learners.

As intended, the DNA has practically changed the way journalists can tell stories, using new tools and skills and reaching new audiences.

Examples

Please find a detailed Case Studies Impact Report (Appendix C).

“The Digital News Academy represents the best training I’ve had in almost 20 years as a journalist. The program has given me the tools and confidence to improve reader engagement (eg video and interactive graphics resulting in more time spent on site), boost social media performance (2m+ video views on TikTok) and develop techniques for more effective journalism (using spreadsheets tools to drive data stories).”

- NCA Motoring Editor, David McCowen
The case • Proven Business “Impact”

“The Digital News Academy has fast-tracked the development of two of our journalists who now have the confidence and technical know-how to produce catchy digital news content. The success of the program has furthered the National Indigenous Times’ digital storytelling aspirations.”

- National Indigenous Times Reece Harley

As outlined as a core goal, the industry has come together to collaborate and embrace the DNA with more than 40 newsgroups involved, from Australia, New Zealand, US and UK.

The DNA has built a community with a focus on diversity, including national, metropolitan, hyperlocal, rural, regional, CALD and LGBTQ+ newsgroups.

The Academy has been recognised for its commitment to diversity and inclusion and was a finalist in the University of Melbourne Faculty of Business and Economics & Melbourne Business School Deans’ Diversity and Inclusion Excellence Awards.

“Since joining the Digital News Academy, Krista (DNA learner) has brought life into our paper, which was starting to show its age. We are again the “talk of the town” thanks to the regular updates on all platforms of social media. All thanks to her new-found digital skills.”

- The Riverine Grazier Editor Tertia Butcher
The case • Proven Business “Impact”

Impact on company business

Impact on MBS

The DNA is the first of MBS’ custom Academy programs, involving the development of learning architecture, curriculum and delivery.

It has won numerous awards for excellence in partnership, content and e-learning.

Building on the success of the DNA, MBS is now developing its next academy, to support the strategic direction of a global civil engineering and infrastructure organisation.
As a key partner, contributor and recipient of training, NCA has seen extraordinary examples of impact, as can be seen through (Appendix C) with Georgia Clelland, Lillian Saleh, Evelyn Yamine, Sophie Elsworth and David McCowen. The DNA is contributing to a mindset shift business-wide to digital first.

As leaders in media, NCA are now also leaders in training, including integration of senior leaders in key delivery roles.
Google’s investment in the DNA has furthered its mission to support regional and local journalism, empower journalists to develop their careers and newsrooms for the future, as well as promote diversity of voices and publications. These achievements can be seen through previously shared examples, as well as in the quote below from GM of the Riverine Grazier.

“The DNA has 100 percent accelerated the transition from print to digital. We are getting digital subscribers, selling web ads and social media sponsored posts. Before the Academy we did more limited sales. We could see opportunities for digital revenue but didn’t know how to go about it or make a product that was sellable. The Academy has helped us level up. I came into the business and didn’t know what to do. The DNA came along at just the right time for our business.”

- The Riverine Grazier GM Krista Schade
The case • Proven Business “Impact”

Articulating impact

Head of Academy, NCA’s Campbell Reid with hundreds of participants from across more than 40 news organisations, the Academy had a momentum that exceeded all expectations.

“Working journalists who are part of the DNA program are **inspiring ground-up change** in the way the organisations they work for are creating and publishing stories to meet the demands of today’s digital audiences.

“The program is making a **material difference to individual journalists and their professional skill levels** and, just as importantly, it is **delivering tangible benefits** to the companies they work for.”

- News Corp Australia Campbell Reid

Google’s Nic Hopkins said the Academy’s e-learning program has allowed journalists from diverse newsgroups to thrive, building essential skills for modern newsrooms.

“The Digital News Academy has **set a new standard for professional development** in news.”

- Google’s Nic Hopkins

Our main stakeholders, our learners regularly post their achievements and feedback about the program on social media, especially LinkedIn.

Jo Seymour [She/Her] • 1st Weekend Digital Editor, The Saturday and Sunday Telegraph

Building the Easter road toll story for @dailytelegraph always breaks my heart - such sadness for the families involved.

I created my second Flourish graphic in this digital story, using data from the Australian Road Deaths Database to show the rollercoaster ride our society goes on each Easter with road fatalities. It begs the question - what do we need to do to reach zero deaths?

Read the story here - [https://lnkd.in/gZ_FcAD4](https://lnkd.in/gZ_FcAD4)

#data #graphics #digitalnewsacademy #digitaljournalism #easter2023 #roadtoll
Reflections + concluding remarks
Reflections and concluding remarks

From the outset, all parties knew the DNA would be a challenging undertaking – to develop and deliver a program with the capacity to bring about individual and industry change.

Google, NCA and MBS remain committed to the goals and outcomes for individual and industry success.

**Why does this program work?** It is in large part the unique marriage of three interdisciplinary groups harnessing the skills, resources and unwavering commitment to a better future for the journalism industry.

As close to half our graduates recently gathered for our first reunion for our pilot and first three groups, the enthusiasm for the program and the DNA community was inspiring, with many sharing stories about the impact of the program on their current practice.

Close to 600 journalists have enrolled in the DNA since its launch in 2022 and we look forward to sharing the stories of our graduates and their newsgroups well into the future.
References Bibliography


### Key to Abbreviations

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<th>Abbreviation</th>
<th>Description</th>
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<td>NCA</td>
<td>News Corp Australia</td>
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<td>MBS</td>
<td>Melbourne Business School</td>
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<td>AI</td>
<td>Artificial Intelligence</td>
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<td>L&amp;D</td>
<td>Learning and Development</td>
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<td>SME</td>
<td>Subject Matter Expert</td>
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<td>DNA</td>
<td>Digital News Academy</td>
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<tr>
<td>LMS</td>
<td>Learning Management System</td>
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<td>ACM</td>
<td>Australian Community Media</td>
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<td>CPA</td>
<td>Country Press Australia</td>
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Appendices •

Appendix A: Digital News Academy Sizzle Reel
Appendix B: MBS DNA Badging System
Appendix C: DNA Case Studies Impact Report
Appendix D: Digital News Academy Video Case Study