

## Graduate Student Interest Group October Newsletter

Happy October to all of our members! GSIG has some exciting events coming up, and we are excited to share it with the group. First, we wanted to announce our Midwinter Conference Call for Papers, which will also be posted on our website:

### 2019 AEJMC Midwinter Conference – Graduate Student Interest Group Call for Papers

The Graduate Student Interest Group (GSIG) is proud announce its return to Norman, Oklahoma this spring in support of graduate student scholarship at this year's Midwinter Conference, hosted by the Gaylord College of Journalism and Mass Communication at the University of Oklahoma.

GSIG invites both master's and doctoral student abstract submissions across all methodologies and subject matter.

While submissions to other interest groups include faculty, GSIG provides graduate students at all levels of experience the unique opportunity to have their submissions considered without having to compete against faculty submissions for acceptance. On top of that, Ph.D. students in their final year of study may serve as reviewers for our division, which is an excellent opportunity not only for the experience but for the CV!

This year's conference will be held March 1-2, 2019, in Norman, Oklahoma. **Submit abstracts online at <http://bit.ly/midwinter19>** (REGISTRATION IS REQUIRED, even if you've registered and presented at Midwinter before).

Authors should upload abstracts of 600 to 800 words (excluding title page and references). **Submissions must be received by 11:59 p.m. CST on December 1, 2018.** Abstracts should be much more substantial than traditional abstracts – they must be a MINIMUM 600 words, and include a brief introduction, details on literature, theory, methods, results or expected results, and a brief discussion. Abstracts that do not meet these criteria will not be reviewed. **Authors must ensure that they remove any identifying information from their document.**

We welcome all submissions related to mass communication, including journalism, telecommunication, advertising, or public relations. Topics may include but are not limited to: communication strategy, methodology, sports communication, political communication, health communication, the intersection of communication and law, corporate social responsibility, and/or social networking interactions and virtual reality. We also welcome conceptual models or typologies without data.

Authors will be notified of their submission's status by mid-January, 2019, and authors of accepted abstracts must submit complete papers (not exceeding 30 pages total) to the discussant of their conference session AT LEAST TWO WEEKS BEFORE the Midwinter conference.

NOTE: Submitted papers cannot be under review at other conferences. You may, though, resubmit accepted Midwinter papers to the national AEJMC conference paper call by April 1. Panel proposals are also welcome.

**We are also in need of volunteers for the following:**

- 1 – To review abstract submissions online in December and January
- 2 – To serve as moderators on-site at U of Oklahoma for the conference in March
- 3 – To serve as discussants (NOT on-site), reviewing the final papers and offering critical and constructive feedback to the authors and the moderator. Ph.D. students who are in their final year of study, who are ABD/post-exams are encouraged to serve as reviewers – it looks great on your CV. Please contact the GSIG Chair, Aaron Atkins, at [da057916@ohio.edu](mailto:da057916@ohio.edu) if you can help.

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Secondly, as the new school year begins, we wanted to relay a piece of teaching advice from a fellow graduate student to our members who may be looking for some tips and tricks:

“The biggest tip I have received, and shared, as a graduate teaching associate isn’t a theory of pedagogy. It isn’t a trick with PowerPoint or an amazing type of in-class activity. It’s this: you only *have* to be about a week ahead of your students.

Let me stop you there... if you just read “I can leave everything to the last minute” you’re going to miss the point of this. I am not advocating for the suicide-approach to teaching, where slides are written minutes before class.

What I’m talking about is actually a manifestation of “imposter syndrome” and, if you haven’t come across that term yet, look it up. Even the most enthusiastic GTA will reach a day in their first term (and most terms that follow) where they feel like they shouldn’t be there. We mostly talk about imposter syndrome in terms of research, the exact same thing affects our teaching. You are supposed to be here! You weren’t asked to teach because you know everything about the topic; you were asked because, by virtue of getting your place in a graduate program, you can learn the content quickly and accurately. That is your role as an instructor, to use your skill to aid others in learning. And yes, sometimes you may only be slightly ahead of your students, but that’s ok too... as long as you don’t get comfortable there. Don’t know the answer to your students’ question? “That’s interesting, but I’m not as familiar with that topic. Let me find out and get back to you next class.” They’ll care more that you answered than they will that you didn’t guess your way through the question.

And seriously – don’t plan to only be a week ahead of your students!!”



– **Simon M. Lavis, Doctoral Candidate, The Ohio State University**

“When most people think about their favorite teacher or the individual who embodies the best qualities a teacher should have, this individual has likely been teaching for a number of years. The best teaching advice first time graduate student teachers can receive is that it’s okay to mess up, you won’t be perfect. It takes multiple tries to perfect a class and even then, there is always more to learn and implement. More importantly, students don’t expect you to be perfect either. While it’s usually not a good idea to let students know it is your first time teaching, it is okay to admit mistakes so long as you’re understanding when the students make mistakes. Teaching has moved beyond the solitary lecture-based model and students enjoy being included in the creation of their own knowledge. Therefore, being human and making mistakes allows you to relate and collaborate more effectively with your students. Mistakes can also create new learning opportunities. Don’t try to be perfect, just try to do your best to create an open and creative learning environment.”



– Kelly Chernin, Ph.D., The University of Florida

Finally, if you have any questions, comments or concerns, please feel free to reach out to us. We are always looking for suggestions and love hearing from our members. You can reach out to us at [eastonwollney@ufl.edu](mailto:eastonwollney@ufl.edu) or [da057916@ohio.edu](mailto:da057916@ohio.edu)