

Teaching

Motivated College Students: An Oxymoron?



Jennifer Henderson, Trinity, Teaching Standards Co-chair

Every year around this time, I receive e-mail from my friends on faculty around the country. Every year, the messages are the same. I've started to archive these messages just to prove to myself and to others that every year, like the monarch migration, they arrive.

"My students this semester have no motivation other than grades," one friend says.

"I have such a dull class this semester," says another, "I can't get any of them to speak."

"The students want a song and dance," says one, "but I'm no entertainer."

Any my favorite each year: "It's all about the Nielsen's you know. Students rate instructors on their entertainment value, just like their favorite TV shows. It's not about learning, it's about learning what they like."

In return, I often write one of three standard responses that I have modified from those who came before me

(mentors, advisors, colleagues): "Kids these days have no attention span."

"It's the MTV generation; there has to be constant movement; don't ever slow down."

"It's all a commodity these days. They pay us to fill them with information. They don't pay us to make them work for it."

We've all been there – in front of the blank stares. We've tried to be serious, witty, funny, angry, or hey, not really cared as long as we made it though all of the PowerPoint slides. But what if, and I do hate to even suggest this aloud, part of the problem is...us? What if we don't challenge them? What if we don't encourage learning just for the sake of knowledge? What if we have failed to create an environment where learning is encouraged? What if grades matter so much to us, they are

SEE "MOTIVATED," P. 8

Head Note

After Hurricane Katrina hit, several print and broadcast reporters referred to those camped out in shelters as "refugees."



Jennifer Greer, Nevada, Reno, Division Head

Many African-American leaders, including the always vocal Jesse Jackson, took offense at the term, calling it racist and saying it further degraded those already suffering.

Jackson's remarks sent dozens of journalists and countless bloggers logging on to Merriam-Webster Online, where they touted the word's first definition ("one that flees"), and searching Lexis/Nexis for examples of white hurricane evacuees being called refugees – and they found several.

Over the next few weeks, those on both sides posted frequently and fervently on electronic forums, and journalists explained in columns why they would or would not continue to use the word refugee.

CNN's Lou Dobbs asserted: "We'll continue here to use the term 'refugee' where we think it is most

SEE "HEADNOTE," P. 2

In This Issue

Volume 39/Number 1

New research award announced	2
Calls for Mid-Winter Conference	3
Educators share ideas	4
What is this thing called PF&R?	6
Business meeting minutes	7
Teaching tips from promising professors	11

HEADNOTE, CONTINUED FROM P. 1

descriptive. And, unfortunately, we realize that there are those who will try to establish their own bona fides as politically correct and even racially sensitive by attacking us for doing so. They conjure up more nonsense about language that they twist to fit their own perceptions and political purposes when they should be focusing on reality."

The refugee controversy is just another "you just don't get it" debate sparked by journalistic coverage of the world around us. In examples like this, journalists, whether intentionally or not, polarize segments of U.S. society. On the flipside, media can help diverse groups reach a common goal or a common understanding of an issue.

This year, the Mass Communication & Society division will explore divisions in the United States and the role played by the media in widening and bridging these gaps.

Denis Wu, our immediate past head, did a tremendous job showcasing ethnic and minority media issues in 2004-2005 through this newsletter, a research competition, a mini-plenary session and a research session in San Antonio. As incoming head, I hope to follow his model for 2005-2006 by showcasing the theme "Media and Social Divides," a theme that continues the dialog started on a panel the division co-sponsored at this year's convention.

The topic is obviously of interest to our division and can accommodate a wide variety of perspectives and approaches. For example, the division will sponsor a special research paper call on the topic, and papers exploring media and gender, ethnicity, class, religion, sexual orientation or political affiliation all could address this topic. In addition, the diversity in our next convention site, downtown San Francisco, offers an ideal backdrop for discussions at the convention. I encourage you to share any thoughts you have on this topic with me.

My other goals for the division this year center on communication with our members – the second largest subgroup of AEJMC. By now you will have received one or two messages from our new MC&S listserv, which will be used periodically to share programming and research announcements, send you information that we'll ask you to vote on in our members meeting, and ask for your involvement in the division's work.

Also to improve communication, Webmaster Tom Gould is working with me to add content to our Website: In addition to PDF versions of current newsletters, we're archiving back issues of the newsletter for the past decade for the site. And we're looking to add a bit more of the division's history, including a list of past division heads and award winners.

Finally, we're launching a new research award and continuing our involvement in the AEJMC Midwinter conference, which will be at Bowling Green this year. You'll find more information on those initiatives in this issue. ■

Research

Division Establishes New \$5,000 Research Award



Diana Knott Martinelli, West Virginia, Research Co-Chair

Up to \$5,000 will be issued next year as part of a new research award established at the Mass Communication and Society Division's annual business meeting Aug. 11 in San Antonio. The award proposal, which was published in the spring 2005 newsletter, passed unanimously.

Open to all scholars, regardless of age or experience, the money will fund one or two research projects each year. Half of the money will be given in advance of the project; the remainder, at its conclusion.

According to division head Jennifer Greer, the division hopes to encourage new and innovative scholarship with the award. The division's journal, *Mass Communication & Society*, will have first right of refusal to publish the work within two years of the money's issuance.

"By tying the award back to the journal, we ensure that the monies generated by the journal are reinvested in quality scholarship," Greer said.

Research selected for the award would fit the journal's mission "to publish articles from a wide variety of perspectives and approaches that advance mass communication theory, especially at the societal or macrosocial level," according to the Mass Communication & Society's mission statement.

A five-member panel, comprised of the current MC&S division head, the immediate past division head, the current journal editor, the immediate past journal editor, and one at-large member appointed by the current head, will determine the award recipient(s). Full details about how to apply for the research award will be featured in the winter MC&S newsletter. The tentative deadline for submissions is March 15, 2006. ■

Research

Call for Abstracts and Panel Proposals

The Mid-Winter Conference will take place Feb. 24-26, 2006 at Bowling Green State University, Ohio.

Participating Divisions/Interest Groups

Commission on the Status of Women, Communication Technology, Communication Theory & Methodology, Critical & Cultural Studies, Entertainment Studies, Graduate Education, International Communication, Mass Communication & Society, Media Management & Economics, Religion and Media, and Visual Communication.

Submission Requirements

Authors are invited to submit research paper abstracts or panel proposals to be considered for presentation at the 2006 AEJMC mid-winter conference. We especially welcome submissions from graduate students. Submissions can address any aspect of mass communication and society, and may include work in progress. However, in the event of acceptance, complete papers are expected at the time of the conference. Here are some specific guidelines for submission:

1. All proposals must be e-mailed by December 21, 2005. Send research paper abstracts via e-mail to Frank Dardis (Penn State U.) at fed3@psu.edu. Send panel proposals via e-mail to Fuyuan Shen (Penn State U.) at fshen@psu.edu. Abstracts and proposals will not be accepted in any other form (hardcopy, fax, etc.). Authors will be notified of the status of their submissions by January 15, 2006.

2. Research paper abstracts should be approximately 500 words. Panel proposals should be 300-500 words. In addition, each panel proposal should also include a list of potential panelists.

3. Identify the paper's author(s) or panel's organizer(s) on the title page only and include the mailing address, telephone number and e-mail address of the person to whom inquiries about the submission should be addressed. The title should be printed on the first page of the text and on running heads on each page of text, as well as on the title page.

4. Please include your abstract or proposal as an attachment in a standard word-processing format (preferably Word or RTF). Also, please ensure that you remove any identifying information from your document (with the exception of the title page).

Reservations

Further details on registering for the conference, registering for pre-conference events, making reservations for housing, and traveling to Bowling Green will be forwarded after the December 21 deadline for submissions. ■

Call for Judges

By Frank Dardis & Fuyuan Shen, Penn State

MCS Division Members:
We need your help!

We currently are seeking volunteers to help judge research paper abstracts and panel proposals for the Mass Communication and Society Division at the 2006 AEJMC Mid-Winter Conference, Feb. 24-26, at Bowling Green State University.

The good news: You will NOT have to read and judge entire research papers over your holiday break, just a couple/few 500 word abstracts. So, no big workload over the holidays! (Just FYI, authors will need to fully write accepted "papers" by the time of the conference).

The better news: The mid-winter conference generally receives many abstracts from graduate students. So, not only will you be helping out the division, but you also will be helping up-and-coming scholars who are trying to present their research in a competitive AEJMC forum!

Logistics: Judges will receive abstracts for blind review as electronic e-mail attachments (Word, RTF, pdf, etc.) by Friday, December 23, 2005. Evaluations/decisions are due from judges by Friday, January 7, 2006.

If you can help at all regarding this worthy endeavor, please contact one of the MCS Co-Chairs of Programming & Research for the Mid-Winter Conference:

Frank Dardis (Penn State U.):

fed3@psu.edu

Fuyuan Shen (Penn State U.):

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Educators share ideas and inspiration



Jennifer Fleming,
California State
Long Beach,
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dards Co-Chair

The AEJMC Promising Professors Workshop in San Antonio this year was full of great teaching tips, funny stories and a lot of inspiration. Those recognized for teaching achievement told us how they turn their lessons into learning experiences for the students – and themselves.

'Producing' and Pedagogy

First place co-winner Denise Dowling from the University of Montana took 20 years of behind-the-scenes TV news experience to the front of the classroom with creativity, poise and pacing pizzazz. When describing her teaching philosophy, Dowling told the audience she looks to her producing past.

"Most of my career, and the part I really enjoyed, centered around producing newscasts," she said. "The same sensibility I brought to the newscast, I now bring to my classes and to class planning. I produce my classes."

Dowling said she starts her classes with what she called a "tease" – that's a TV news term for the flashes of news at the beginning of a newscast to get people interested so they stay tuned. In the classroom, she uses teases such as "I've got a juicy ethical dilemma for you to wrestle with today" so her students "are ready to listen and learn."

Next, Dowling said she delivers the "meat" of the les-

son sandwiched nicely inside a sampling of pedagogical techniques to best serve different learning types and to ensure students stay engaged. For her auditory learners, she lectures, then encourages her students to ask questions. She plays tapes, brings in guest speakers and has them work in smaller groups to discuss what they've learned. For the visual learners, she incorporates Powerpoint presentations, overheads and video tapes while utilizing the dry erase boards or a computer display on a daily basis. And, for the kinesthetic learners, Dowling said she is a big fan of exercises and role playing.

"Some people just don't get a grasp of the concept until they perform it themselves," she said. "So I often devise small group exercises or other hands on activities to make the experience more salient to a kinesthetic learner."

Dowling also shared with us a great active, collaborative learning exercise called the phone assignment. She tells her students that they're working in a newsroom and have just felt an earthquake. She requires them to research the story by "calling" as many sources as they can in five minutes. But once one student hangs up, he or she cannot call back.

The first student chooses

whom to call and gets to ask one question. The next student must ask another question, or choose to hang up and call someone else. Dowling plays all the roles of the sources. After five minutes, the "phoning" is finished, and the students must write an update that can go on the air.

Dowling says it's a great exercise because her students almost always realize they forgot to ask something and they're forced to work under deadline. They also hear questions they might not have thought to ask.

Dowling also integrates this hands-on, active learning approach into her more advanced reporting classes where she requires students to cover the courts. Students must find a case, research it, read the file, talk to attorneys, plaintiffs and defendants, get permission from the judge and bailiff to bring in a camera and turn a story on the case.

"I expect the very best from them, and it's delightful to see them rise to the occasion," said Dowling. "They say I'm tough, but fair, and I take that as the highest compliment."

Graduate Students on Teaching

The two winners in the Graduate Student category also shared their teaching philosophies during the Promising

CONTINUED NEXT PAGE

Professors workshop.

First place winner James Ivory, who completed his graduate work at the University of North Carolina, Chapel Hill before joining the faculty at Virginia Polytechnic Institute and State University, said that he always keeps his students in mind when designing lessons.

“No matter their authority,” Ivory said, “the teacher serves the students.” One way he suggested serving students is to take advantage of new media and make every lesson fun and relevant.

Second place winner Kate Roberts Edenberg of Minnesota, Twin Cities, seemed to share this philosophy by putting a new twist on an age old journalism assignment: the news quiz.

Edenberg first asks her students to write their own news quizzes. The students, in turn, email their individual quizzes to her and then she randomly selects one of the quizzes submitted for distribution to the rest of the class.

Lessons from Las Vegas

Dr. Michael Murray of the University of Missouri-St. Louis was this year’s Distinguished Educator Award recipient.

“If I have a single message for you,” he told Promising Professors and audience members. “It would be that as time goes by we all try to get to know our students better – work to let

them know us better.”

Murray’s esteemed academic and teaching career spans three decades. During that time, he has nurtured not only students but entire schools of journalism and mass communication.

He helped develop programs at Virginia Tech University, the University of Louisville, University of Missouri and the University of Nevada, Las Vegas. He has also edited two books on teaching mass communication: *Teaching Mass Communication* (Praeger, 1992) with Anthony J. Ferri and *Mass Communication Education* (Blackwell Publishing, 2003) with Roy L. Moore.

Murray recently taught at UNLV while serving as the founding director of the new Greenspun School of Journalism & Media Studies. He was able to share some fascinating stories about his UNLV students, by simply reaching out and trying to get to know them.

Murray did this by using a survey he varied depending on the class. He developed a detailed profile of his students and their ambitions – a literal “goldmine” of information and in Las Vegas that meant, he discovered, a lot of intriguing ties to the entertainment industry.

“The father of one of our best students worked with Merv Griffin,” he said. “Another one had a father who produced some of Michael Jackson’s

best-known music videos and had even appeared in one. One student’s mom had appeared in an Elvis film—playing the role of a journalist. Her father played back-up for Elvis and was featured on the cover of *Guitar Player Magazine*.”

In addition to getting to know

your students, Murray also advised Promising Professors to keep in touch with them.

“Call them up,” he said. “Take them to lunch occasionally and then report back to the other people in the unit about that contact.”

He acknowledged that’s probably unrealistic and simplistic but a worthy goal nonetheless – a goal he personally strives to achieve because “once you scratch beneath the surface, you discover some really interesting things.”

The Promising Professors Competition and workshop is sponsored each year by the Mass Communication & Society Division and the Graduate Education Interest Group. ■

For more inspiration and tips from this year’s Promising Professors, see “Sharing the Spotlight and Teaching Tips,” page 11.

What is This Thing Called PF&R?



Tim Bajkiewicz,
South Florida,
PF&R Chair

With apologies to Cole Porter, his perennial question spawns dozens more. Does it include issues like the recent Hurricanes Katrina and Rita coverage? How about the related socio-economic angles? The media's possible failure to focus on environmental dangers and emergency preparedness? May PF&R discussions even include happy-talking TV anchors around the country finding new homes for cute, furry displaced puppies?

Considering we constantly dog our students about sharp focus in stories and term papers, the surprising answer is yes. But what does it really mean? How can we make PF&R "come alive?"

Nothing speaks like experience, so I asked four former Professional Freedom & Responsibility chairs a few questions about what all this means to them. Big thank yous to Jennifer Greer at Nevada at Reno, current Division Head; Denis Wu at Louisiana State, former Division Head; Diana Knott Martinelli at West Virginia, current Research Co-Chair; and Stacey Cone at Iowa.

According to AEJMC, PF&R has five missions relating to our roles as mass communication scholars and educators: free expression; ethics; media criticism and accountability; racial, gender and cultural inclusiveness; and public service. Beth Barnes at Kentucky serves on the PF&R Standing Committee and led a spirited discussion during our new chairs training session in San Antonio as we tried to "get our brains" around these big ideas.

PF&R could be seen as representing part of our division's and organization's conscience. Cone said, "All PF&R issues are of real—even major—social, cultural, and political importance. To my mind, PF&R subjects are directly linked to the overall significance of journalism and mass communication to democratic government. And those things, in turn, are important for national identity and the way we define freedom in America."

With such wide-ranging intellectual and philosophical ground to cover, "PF&R chairs shoulder the responsibility to keep [these] issues visible and at the forefront of the academy," Knott Martinelli said. Wu described PF&R as "proactive" and able to "draw the division mem-

bers' attention to certain issues or topics that may have been overlooked."

But which issues? That's where chairs can explore their own interests and concerns, as well as address pressing matters in our different fields. Knott Martinelli listed "technology-related issues, such as blogs and podcasting [and] current issues in journalism," which for Wu included "unveiling government failure of dealing with natural disasters." (Sure to be a program favorite for San Francisco.) Cone said, "PF&R, especially in times of war, ought to be looking at journalistic response to government speech." For Greer, "The one that I'm most interested in, because of my current research, is equity by gender. It's sad to say that I'm not seeing much change in the treatment or advancement of women since I left the newsroom full time more than a decade ago."

Those deep and usually continuing professional ties distinguish mass communication scholars and educators from other social science fields. Knott Martinelli mentioned the need "for us, as a profession, to educate the public about our 'watchdog' role and responsibilities to society." As watchdogs for the watchdogs, every former PF&R chair emphasized establishing and nurturing constructive communication with our respective industries. Greer said, "The best progress will be made in a dialog between academics and the profession."

However, Greer cautioned, "This cannot just be a forum for complaints about what journalists and mass media practioners are doing wrong.... This cannot be a one-way lecture on what you're doing wrong and how you should do it better.... Our role, through PF&R, is to go beyond criticism. Instead we must identify key issues, open discussion about them, and provide solutions.... In addition, we must celebrate what is so good about journalism."

Of course, the classroom is a natural place to tackle the broad challenges posed by PF&R. Knott Martinelli said, "PF&R is at the heart of journalism and journalism education.... As professionals, we can learn from both negative and positive examples, and so can our students."

So, what is this thing called PF&R? Cole Porter probably couldn't have included it all in a song, but it would make a dandy Broadway show. ■

Minutes of the 2005 Division Business Meeting

August 11, 2005, AEJMC Annual Convention, San Antonio, Texas

Division Head Denis Wu called meeting to order at 8:30 p.m.

Wu, speaking for Research Chair Renita Coleman, reported that the division received a record number of paper submissions for the convention competition —134; 50% were accepted for presentation. Wu then presented awards for top papers.

The top three faculty paper awards (in equal order) were presented to:

Jochen Peter and Patti Valkenburg (Amsterdam): "Perceptions of Internet Communication"

Dhavan V. Shah (Wisconsin-Madison), Lance Holbert (Delaware), Lucy Atkinson, Eunkynug Kim, and Sun-Young Lee (Wisconsin-Madison): "Communication, Consumption, Contentment, and Community: A Non-Recursive Model of Civic Participation and the 'Pursuit of Happiness'"

Erica Scharrer (Massachusetts-Amherst) and Ron Leone (Stonehill): "First-Person Shooters and Third-Person Effects: Early Adolescents' Perceptions of Video Game Influence"

The Moeller student paper competition awards went to:

1st Place: Zengjun Peng (Missouri): "Ideology and Source Credibility: Partisan Perception Bias in Believability of CNN, Fox News and PBS"

2nd Place: Jacob Groshek (Indiana): "Coverage of Illusion: Framing the Pre-Iraq War Debate"

3rd Place: Jay Senter (Kansas): "Television Consumption and Gender Role Attitudes in Late Adolescent Males"

Themed Paper Competition Award went to Dennis Foley and Tony Rimmer (Cal State-Fullerton): "Media, Civics, and Social Capital in a Hispanic Community: The Case of Santa Ana, California"

Jennifer Henderson, chair of the Teaching Standards Committee, then recognized winners of the division's Promising Professors competition: Faculty Division:

First place (tie), Isabel Molina Guzman (Illinois) and Denise J. Dowling (Montana)

Second place, Timothy E. Bajkiewicz (South

Florida) Graduate Student Division:

First Place: James Ivory (North Carolina at Chapel Hill)

Second Place: Kate Roberts Edenberg (Minnesota, Twin Cities)

Henderson also presented the division's 2005 Distinguished Educator Award to Michael Murray (Missouri-St. Louis)

Wu then presented the 2005 Edward Traves Award to David Weaver (Indiana).

Wu reported division finances, stating a balance of \$9,175.50 for the division and a balance of \$76,087.89 for the division's journal, *Mass Communication & Society*.

Jennifer Henderson reported on the Promising Professors competition, which completed its seventh year. She noted to that the Distinguished Educator Award is gaining more interest.

Diana Knott, chair of the Professional Freedom and Responsibility Committee, reported that the committee organized a panel at the mid-winter conference and several panels at the San Antonio convention, including an off-site panel session in which participants walked to the firm of Bromley/Manning Selvage & Lee for a presentation about Hispanic communications campaigns and issues.

Jennifer Greer, Midwinter research chair and vice head, reported that at the mid-winter conference the division's paper competition received 25 submissions, and 15 papers were presented. The next mid-winter conference will be at Bowling Green University.

James Shanahan, editor of *Mass Communication & Society*, could not be present. In his absence, Linda Bathgate of the publisher, Lawrence Erlbaum Associates, gave a brief update, noting that electronic subscriptions are growing with libraries.

Immediate Past Head Dane Claussen then brought up two proposals. He reported that in 2004 the division formulated a committee to look at what to do with the division's share of the *Mass Communication & Society* journal's reserve fund over the \$9,000 in the general expenditures account. The reserve account currently stands at more

SEE "MINUTES," P. 10

MOTIVATED STUDENTS, CONTINUED FROM P. 1

meaningless to our students?

When those in the field of K-12 Education discuss student motivation, they are principally concerned with how to motivate students who

have given up on learning or who have difficulty learning. But, what about motivating the “average” college student? Or, the above-average one for that matter?

In reality, we will never be young enough or hip enough or in-

touch enough for students to believe we are “one of them.” Remember, to most of our students 30 is *old*. And most of us don’t even make it into our first teaching jobs before then. So, what if we went back instead of trying so hard to catch up? What if we relied on simple ideas rather than flashy antics?

Here’s what I think we should do to motivate students:

1) *Show enthusiasm for the topic. Teach them to be enthusiastic, too.* I often admit to my students that I am a “geek,” especially when it comes to learning. I also tell them that I don’t expect them to become me. But, I do expect them to care about what they study, at least for the 14 weeks they are in my class. McCombs and Whisler (1994) write that it is essential that instructors model the value of lifelong learning, for learning sake. Sass (1989) found that “instructor enthusiasm” is one of “eight characteristics” that “emerge as major contributors to student motivation” in the classroom. My students often make fun of my enthusiasm for ideas. But, inevitably, they also note that it is clear I care about the material in my courses. In fact, I often spend so much time telling them “this is so fascinating,” or “I find

it interesting,” or “Isn’t it troubling?” that they join in chorus at the phrases. To attempt to pass on this enthusiasm, at the start of each of my classes, I ask students to discuss contemporary issues raised in media that relate to the topic we are discussing in class. I call this session, “Mass Media in the News” or “Media Law in the News” or “Race and Class in the News,” depending of course, on what class I’m teaching at the time. What I’ve found is not only do they enjoy this portion of the class most (or so they say on student evaluation forms), they continue reading the news looking for this issues long after they have left my class, and in many cases, long after they have left the university. It is not unusual for me to receive a “Media Law in the News” article four, five or six years after I’ve had a student in class.

2) *Care about your student’s lives.* While this seems simple, I’ve found that few instructors actually know about the lives of their students. Some have told me they see it as an invasion of privacy to ask personal questions of their students, others say they don’t have time to mentor so many students, and some, I believe, see all college students’ lives as interchangeable. But I have found that the benefits of imposing yourself on students’ lives makes a huge difference in their classroom motivation. As Maher and Midgley (1991) explain, “the classroom is not an island.” Instructors should spend time building significant, quality relationships with students (McCombs and Pope, 1994). When you ask students about their hometowns, whether they have siblings, what music they listen to, if they saw the *Monday Night Football* game, or how they ended up on the front page of the student newspaper, they almost instantly connect with you and the class. Suddenly, this class is about their lives, not mass media and not an upcoming exam.

3) *Tell stories.* I’ve learned many lessons from many mentors over the course of my academic and professional career. This lesson has been one of the most important. Every theory, every concept, every issue, every legal case, every inven-

CONTINUED NEXT PAGE

But what if, and I do hate to even suggest this aloud, part of the problem is...us? What if we don’t challenge them? What if we don’t encourage learning just for the sake of knowledge?

tion has a story. And almost always, the stories are the interesting part, not the facts distilled from the stories' conclusions. In addition to just being more interesting, storytelling "promotes problem solving," "addresses different learning styles" and "incorporates multiple intelligences" (Bendt and Bowe, 2000). It also encourages good listening skills at a time when listening is rarely required of our students.

4) *Use technology sparingly.* Research has found that too much technology is even more harmful than too little in the classroom. In fact, PowerPoint presentations, the center of the known academic universe, may actually be turning off more students than engaging them. For example, Cringely (2004) explains, "People can read your slides, or they can listen to what you are saying, but they cannot do both things at the same time." Delwiche and Ananthanarayanan (2004) found college students were more likely to pay attention to PowerPoint presentations that began "with a solid argument and old-fashioned storytelling" and substituted "emotionally intense visual images for dry bullet points." When technology is used well it should introduce topics, inspire discussion and allow students to think in ways that imagination or understanding alone will not allow. It should not make us, or them, sleepy.

5) *Expect more of them than they do.* Students have limited expectations when they arrive in our classrooms on the first day. They want to 1) survive the class, and 2) get a "decent" grade (a sliding scale depending on their definition). From the first day, we must ask them to not just get by but overachieve to pass our courses. We owe it to them, really, to ask more than they would ask of themselves. Who else will do it, if we don't? Gross (1993) explains that an instructor's expectations "have a powerful effect on a student's performance." "If you act as though you expect your students to be motivated, hardworking, and interested in the course," she writes, "they are more likely to be so" (Gross, 1993). We should expect them to do their readings (not just accept that they will not), give pop quizzes, make difficult exams, and ask them to write – write well – at least once a week.

So, for all my colleagues (you know who you are) who write to complain about their students each fall, you may want to take me off your e-mail list come August next year. Because really, I think in many ways, our students are as motivated as we are, and we owe it to them and us to change. ■

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"MINUTES," CONTINUED FROM P. 7

than \$70,000, he said. He noted the division had met AEJMC's requirement of notifying division members of proposals to be discussed and voted on at the convention; it did so by publishing two proposals in the division's spring newsletter. The two proposals:

1) for the division to spend up to \$5,000 per year on one or two research projects based on a competitive basis (with the division's journal having first right of refusal).

2) for the division to increase the editor's stipend from \$2,500 per year to \$5,000 per year.

Carol Pardun, former editor of the journal and division head, reminded those present that the division bylaws require that 25 percent of the journal's profits go to the division.

Proposal No. 1: The discussion turned to the makeup and tenure of the committee that would determine which projects would be funded. Jennifer Greer offered a motion that the committee be comprised of five members: the current division head, the immediate past division head, the current journal editor, the immediate past editor of the journal, and one at large member appointed by the current head. The motion was seconded by Jennifer Henderson, but she suggested that the funds be restricted to younger researchers. Others countered that suggestion, saying that money often dries up for older scholars. Pardun emphasized that this would be the first step in a research funding program that will undoubtedly grow over the years. She said the division will have other research funding opportunities, and at some future point perhaps money can be earmarked just for younger researchers. So she suggested the money be awarded to anyone regardless of age and experience. Claussen agreed, saying that in the future the division may be able to use the money to get senior researchers to publish in the division's journal. Wu restated the

motion: The division will provide up to \$5,000 per year for one or two research projects, with first right of refusal for publication reserved for the division journal within two years of issuance of grant money. One half of the money would be given in advance and the other half would come at the conclusion of the project. The grants will be awarded at the discretion of the committee that is comprised of five members. Wu called the question. The motion passed 19-0.

Proposal No. 2: The vote was 19-0 to increase the annual stipend for the division's journal editor from \$2,500 to \$5,000.

Wu reported that the division's most recently amended bylaws need to reflect the change in the name of the division journal from *Mass Comm Review* to *Mass Communication & Society* and to make reference to "editorial selection committee" consistent in the bylaws. Also, Wu said it is necessary to delete in the bylaws reference to the requirement that 60 percent of all dues will be transferred from the journal to the division account. A motion to that effect was introduced and seconded. The motion passed 22-0.

Greer then discussed the possibility of making the newsletter available online, and perhaps via website only. Pardun said she feared that division members would not access the newsletter if it was available only online. There followed a general discussion of ideas, including posting the newsletter as a PDF file so members could do what they want with it, switching to an online version only, doing both a hardcopy version and an online version for the first year and monitoring how that works, and providing a hardcopy version and a PDF. Wu suggested that at the discretion of the newsletter editor an email digest be made available that would include instructions to go to a link to get the full newsletter. Greer suggested that the division listserv be sent to all with an opt-out option instead of an opt-in system. Only 55 of the 600 division members have opted in. Pardun introduced a motion to continue with the print version and test for one year a PDF electronic version with an email di-

To keep up-to-date
with all division business,
bookmark the website at
www.aejmc-mcs.org.

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gest. Motion was seconded and passed 23-0.

Wu then urged all present to vote on the Council of Division's proposed sites for a convention site for 2009. It was announced that the site in 2006 will be San Francisco, in 2007 Washington, D.C., and in 2008 Chicago.

Wu turned the meeting over to Jennifer Greer, new division head for 2005-6. She presented a list of nominations for officers, all of whom were elected by acclamation.

Vice Head: Marie Hardin, Penn State

Secretary/Newsletter Editor: Jean Kelly, Otterbein College

PF&R Chair: Timothy Bajkiewicz, South Florida

Research Co-Chairs: Janet Bridges, Sam Houston State; Diana Knott Martinelli, West Virginia

Teaching Standards Co-Chairs: Jennifer Henderson, Trinity; Jennifer Fleming, California State Long Beach

Division Webmaster: Tom Gould, Kansas State

Graduate Student Liaison: Nicole Smith, North Carolina

Greer thanked Denis Wu for his excellent leadership and hard work as division head for 2004-05. She said her goals for the coming year include putting more information on the website, archiving issues online, moving to a division-wide listserv, exploring changes in distribution of the division newsletter, and working on ways the division can tie into the special themes for the Bowling Green Midwinter conference and next year's convention in San Francisco.

The meeting was adjourned the meeting at 10 p.m.

Respectfully submitted,

George Albert Gladney

Secretary and Newsletter Editor, 2004-05

Sharing the Spotlight and Teaching Tips

By Jennifer Fleming, MC&S Teaching Standards Co-chair

It wasn't just the winners offering teaching tips at the AEJMC Promising Professors Workshop in San Antonio thanks to South Florida's Tim Bajkiewicz.

Bajkiewicz put on a dynamic presentation by asking audience members to "think-pair-and-share." He has used this collaborative learning exercise in his classes and it helped him earn second place honors in this year's Promising Professors competition.

Following the "think-pair-share" format, Bajkiewicz gave workshop participants index cards and an assignment: turn to your neighbor, ask them for a teaching tip and write their response on the index card.

Next, it was up to the partner to share their neighbor's tip with the rest of the audience before the index cards were collected.

Bajkiewicz later emailed the list of tips to those who attended the presentation. Here are some "think-pair-share" ideas from the exercise:

Diversity and Stereotypes

Paola Banchemo, Alaska

"I have students on first day of class figure out what I am. Am I (Lesbian? Jewish? Mexican? Republican? From a wealthy family?) It's a good lesson in diversity from day one: how we judge from visual and other clues."

Fan Out, Find A Story

Duane Stoltzfus, Goshen College

"In reporting class give students five minutes to fan out and find a story. This exercise demonstrates that stories are all around us—eyes, ears wide open."

Media Use

Tom Bowers, North Carolina

"I ask student to write the number of magazines they have read in the last 30 days. I ask them to line up in the classroom from highest to lowest to illustrate reading quintiles. Then they do the same with TV viewing to show contrast."

Media History and Your Family

Maurine Beasley, Maryland,

"Write a paper about what happened in the media on your birthday and what happened on your mother/grandmother's birthday. Include an oral history interview with your mother/grandmother on her views of media."

End-of-Class Question

Roy L. Moore, Kentucky,

"Have students write at least one question at the end of each class re: that day's content. I select 2-3 for next class. If a students' question is selected, he or she receives ½ point extra credit."

2005-06 Executive Committee

Division Head

Jennifer Greer, Nevada Reno, jdgreer@unr.edu

Vice Head

Marie Hardin, Penn State, mch208@psu.edu

Secretary/Newsletter Editor

Jean Kelly, Otterbein College, JKelly@otterbein.edu

PF&R Chair

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Teaching Standards Co-Chairs

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Division Webmaster

Tom Gould, Kansas State, tgould@ksu.edu

Graduate Student Liaison

Nicole Smith, North Carolina, smithne@email.unc.edu

Immediate Past Head

H. Denis Wu, Louisiana State, wulsu@yahoo.com

Save the Date

◆21 December

Mid-Winter Conference Research Paper and Panel Proposals Due.

◆24-26 February

Mid-Winter Conference, Bowling Green University

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