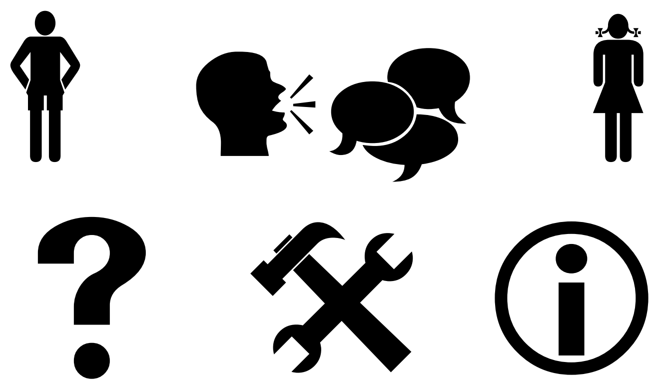
Doctors Are In

Speed Dating Meets Group Therapy for Effective Teaching



AEJMC Teaching Committee e-book editor:
Debashis "Deb" Aikat,
University of North Carolina at Chapel Hill
Chair, AEJMC Teaching Committee

AEJMC
Teaching Committee

Foreword: **"Doctors Are In" – Four Years of an AEJMC Classic!**

THis e-book was germinated in the roundtable session: "Doctors Are In" sponsored by the AEJMC's Committee on Teaching at the AEJMC conference in Denver in 2010! In this session, speed dating met group therapy, all for effective teaching

I remember the first "Doctors Are In" session at the 2007 AEJMC convention in Washington D.C. under the leadership of Paul Voakes, Colorado at Boulder. Paul assigned me to discuss "Teaching the Large Lecture as a Seminar: How to Get 200 Students Talking and Making Sense." We met in a medium-sized room with four round tables for 10 chairs, an easel at each table and extra chairs along the walls. We thus created the perfect ambience to facilitate our speed-dating idea. It was a resounding success. Thus began an AEJMC classic!

At the end of that "Doctors Are In" session, we announced that each Teaching Committee mentor/discussant was available for "one-on-one meet-up" with any attendee who wish to consult on any teaching-related topic whatsoever. An attendee requested to meet with me. Our meeting continued for more than 50 minutes in the hotel lobby. We have remained friends since!

This year's Doctors Are In" session marks some exciting changes. For the first time in four years, we are offering the largest ever array of 10 topics a commendable feat considering the first "Doctors Are In" session featured four topics in 2007. The other change is this compendium, which provides a treasure trove of information, ideas, strategies, trends and wisdom that are relevant across the repertoire of our field.

In preparing this compendium, I asked my cherished colleagues on the AEJMC Teaching Committee and renowned scholars to perpetuate in print their ideas, tips and perspectives in a "Top Ten" list of wisdom points. Despite their busy summer (yes, relaxing summers are a myth!), our authors were generous with their time and energy. Their response was overwhelming and, for me, editing this compendium became an enriching experience.

I thank my colleagues on the AEJMC Teaching Committee colleagues for sharing innovative ideas that were pivotal to the success of this year's expanded version of "Doctors Are In." I am grateful to Jennifer H. McGill, AEJMC, for helping us host this session for four years. Thanks to Mich Sineath, AEJMC, and Kysh Brown, AEJMC, for spreading the word through cyberspace. I appreciate the entire AEJMC staff for their help and support.

If you wish to see some issues covered in future "Doctors Are In." sessions, please share your ideas with members of the AEJMC Teaching Committee (see list below). Thanks for your participation in this important session.

Deb Aikat, North Carolina at Chapel Hill <da@unc.edu>
Chair, AEJMC Teaching Committee

AEJMC

Teaching Committee Elected Members (2009-10): Debashis 'Deb' Aikat, (chair), University of North Carolina at Chapel Hill | **Linda Aldoory**, University of Maryland, College Park | **Marianne Barrett**, Arizona State University | **Sheri Broyles** (vice-chair), University of North Texas | **Kenneth Campbell**, University of South Carolina | **Dane Claussen**, Point Park University | **Jennifer Greer**, University of Alabama | **Kim Lauffer**, Towson University | **Birgit Wassmuth**, Kennesaw State University.

"Doctors Are In" Session for 2010 AEJMC Denver Conference
1:30 pm to 3 pm / Thurs., Aug. 5
Governor's Square 15
AEJMC session ID# **146**
http://www.aejmcdenver.org/?p=2271

Roundtable Session: **Doctors Are In**
Moderating/Presiding: **Debashis "Deb" Aikat**, North Carolina at Chapel Hill

Topic I — **Diversity: Implementing Innovations, Tried-and-True Approaches and Materials on Gender, Ethnicity/Race, Global World, Disability, and More**
Chair: **Kenneth Campbell**, South Carolina

Topic II — **Teaching and Researching Abroad for the Global Scholar**
Chair: **Dane Claussen**, Point Park

Topic III — **Online Tools: Enhancing Your Teaching, Advantages and Challenges of Newer Technologies, Regular Courses, Blended Courses, Online Courses**
Chair: **Jennifer Greer**, Alabama

Topic IV — **Planning and Interpreting Student Evaluations**
Chair: **Sheri Broyles**, North Texas

Topic V — **Teaching Portfolio for Tenure and Promotion: Organizing Your Portfolio, Presenting Documents to Support Your Case**
Chair: **Birgit Wassmuth**, Kennesaw State

Topic VI — **Strategies to Balance Research, Teaching, and Service Commitments**
Chair: **Linda Aldoory**, U Maryland-College Park

Topic VII — **The Assessment Paradox: Top Ten Tips to Incorporate Assessment of Learning Outcomes in Your Courses**
Chair: **Kim Lauffer**, Towson

Topic VIII — **You Can Teach an Old Dog New Tricks—How Veteran Teachers Stay Fresh**
Chair: **Marianne Barrett**, Arizona State

Topic IX — **Using Social Media for Effective Teaching**
Chair: **Diana Rios**, Connecticut (immediate past chair of AEJMC Teaching Committee)

Topic X —**Grade Inflation, Student Apathy and Related Issues in an Age of Entitlement**
Chair: **Debashis "Deb" Aikat**, North Carolina at Chapel Hill

In this popular session hosted by AEJMC's elected Standing Committee on Teaching, speed dating meets group therapy for effective teaching. How does it work? Participants pick one of 10 simultaneous discussion tables to share ideas and ask questions for 20 minutes. The moderator will ring a bell every 20 minutes when participants may move to another discussion table or stay back in the same session. Participants will receive "Doctors Are In" handouts, which feature a wealth of ideas. All are welcome.

Topic I — **Diversity: Implementing Innovations, Tried-and-True Approaches and Materials on Gender, Ethnicity/Race, Global World, Disability, and More**

Chair: **Kenneth Campbell**, South Carolina

1. **Respect differences, and remember yours.** You must set the example by showing respect for differences and by acknowledging yours, including how your differences might affect your perspective and actions.

2. **Incorporate students' differences.** Some of my best class sessions and discussions have occurred when students talked about their own experiences based on their diversity.

3. **Give students opportunity to think.** Students are often interested in my opinion, but I work hard to let them express their opinions first, either verbally or in writing.

4. **Use videos and appropriate literature.** These resources give students a greater variety of experiences and opinions from which to learn.

5. **Do not focus on grades.** Students will focus on grades, but you do not have to. The focus on grades on the part of the professor discourages creative thinking and sharing.

6. **Be innovative.** Get a feel for the class. Lectures do not always work. Activities and student presentations may need to be a part of the teaching approach.

7. **Understand that students want to learn.** My experience has been that students DO want to understand about diversity, especially racial and ethnic differences. Too often, they do not know how to express themselves, or are afraid of offending others.

8. **Remember the power of words and body language.** Require total respect from all students in all manner of expression.

9. **Do not forget your sense of humor, or the students'**. Learning cannot take place in a tense atmosphere.

10. **Remember who you are in the process.** You must be in charge, but you should see yourself as a one offering history, context, and guidance. Be a facilitator, when possible.

■**Kenneth Campbell** is Associate Professor, University of South Carolina. See next page for picture and bio.

Kenneth Campbell, Ph.D., is an Associate Professor in the School of Journalism and Mass Communications at the University of South Carolina in Columbia, S.C. He has taught in the school for 21 years; he was head of the Journalism Sequence the past three years.

He has taught a course on "Minorities, Women and the Media" since the early 1990s. He created the course with Dr. Phil Jeter, who is now chairman of the communications program at Winston Salem State University.

His teaching and research interests include media representation of minorities, particularly African Americans.He has written and presented more than two dozen refereed research papers on minorities in the media and mass media law, and has published several book chapters. He has also served as the editor of six editions of The State of Black South Carolina: *An Action Agenda for the Future.*

He is a former newspaper journalist. He earned his Ph.D. from the University of North Carolina at Chapel Hill School of Journalism.

Topic IIa — **Teaching Abroad for the Global Scholar**

Chair: **Dane Claussen**, Point Park

Teaching Tip #1: Don't assume that your students know very little about journalism, mass media, politics, or other aspects about the United States, if you are an American or have studied and/or worked in the United States. You will be surprised at how much young people all over the world know about the USA from U.S. movies, U.S. television shows, U.S. websites, and more.

Teaching Tip #2: Don't assume that your students know very much about journalism, mass media, politics, or other aspects about the United States, if you are an American or have studied and/or worked in the United States. You will be surprised that young people around the world might know about a newspaper, magazine, TV show, etc., that is not the largest or the best or the oldest, but is simply what the young person in another country has been exposed to one way or another.

Teaching Tip #3: Find out what the culture of most of the students is. Is there own youth culture telling them that education is their only hope for a good life, or do they take degrees for granted in a system in which one only has to show up, or do they not even seem to care about obtaining the degree and you wonder why they are there?

Teaching Tip #4: Research the structure, quality, politics, resources, philosophy, and other aspects of the education system where you will be teaching. Some of the stories, even stereotypes, you've heard about a country, a culture, may be partially true, whether it's a former communist country, a former colony, a country that is democratic in name only, etc. For example, professor positions are plum jobs in most societies, even when they don't pay very well, and thus will go mostly to entirely to the politically connected in countries in which higher education is highly regulated, directly and/or indirectly, by the government.

Teaching Tip #5: Think about what to do about "textbook imperialism." In lesser-developed and developing countries all over the world, journalism courses and others at the university level are using books written in English, German, Spanish, or another major language, and which were written in, by, and for a completely developed country. This causes a major relevance problem. And that's in the countries that have enough money to widely use current (or relatively so) Western textbooks in universities; in other countries, university courses are taught with old books, local but often substandard books, few textbooks or none.

■ **Dane Claussen** is Professor/Director of Graduate Programs & Faculty Development, School of Communication, Point Park University, Pittsburgh, Pa.

Topic IIb —**Researching Abroad for the Global Scholar** (continued from previous page)

Research Tip #1: Don't assume that comparative research is the best research, or that there is any good reason for it at all. For example, if a researcher compares and contrasts two countries that are very different, say Austria and Uganda, he/she will end up proving the obvious: that they are very different. The best social science tests one independent variable at a time, and so the most theoretically productive comparative international research compares/contrasts two countries that very, very similar except for a short list of differences. US and Canada? Yes. Germany and Austria? Yes. South Korea and Mexico? No. Also remember that if there are 200 countries in the world, comparing/contrasting each one against every other one results in 200 x 199 x 198 x 197…possible combinations. You get the idea!

Research Tip #2: If you are collaborating with local social scientists, research the quality, philosophy, history, politics, funding, etc., of social science in that country first. What you have heard or suspect may be true: for example, German social scientists (and not all German researchers are mainstream social scientists) really are hawks about valid, reliable methodologies, while researchers elsewhere in Europe, less so to not at all.

Research Tip #3: Find out in advance about what kinds of libraries, databases, archives, etc., you will have at your disposal. You would be surprised, for example, at where EBSCO's Communication & Mass Media Complete is—and is not—available in Europe and elsewhere around the world.

Research Tip #4: When you are doing mass communication research abroad, you need to think about and decide and whose research you are pursuing, yours or someone else's.

Research Tip #5: Don't mix and match studies in literature reviews without thinking especially about cultural, let alone other, differences. Far too often these days, U.S. researchers are citing studies from the United Kingdom, South Korea, China, or other countries, or researchers outside the United States are citing studies on Americans, without even a footnote that cultural differences might produce different results. Remember: "communication as culture" (James W. Carey); and "Culture is communication and communication is culture" (Edward Hall). As long as cultures differ, assume that communication among and even within cultures differs.

■ **Dane Claussen** is Professor/Director of Graduate Programs & Faculty Development, School of Communication, Point Park University, Pittsburgh, Pa. See next page for picture and bio.

Dr. Dane Claussen is Professor/Director of Graduate Programs & Faculty Development, School of Communication, Point Park University, Pittsburgh, Pa. A Fulbright Specialist, he has been (since March 2006) Editor of *Journalism & Mass Communication Educator*, the international, refereed, quarterly journal published by the Association for Education in Journalism & Mass Communication. Dr. Claussen assembled the first international editorial board in the journal's 60+-year history. His other international work has included serving as a Visiting Professor, School of Communication, IE University, Madrid & Segovia, Spain; doing public relations and media relations consulting for an large economic development-oriented nonprofit organization (NGO) in Bangladesh; designing a model business journalism curriculum for Bangladeshi university journalism programs; and serving on the Editorial Boards of the scholarly journals, *AsiaPacific Media Educator* and *Australian Journalism Review* (among many others). Dr. Claussen participated in the first and second World Journalism Education Congress (Singapore, June 2007; and South Africa, July 2010, respectively); participated in a UNESCO conference on the future of African journalism education in South Africa (March 2008); presented a paper at a children and media conference at Shanghai International Studies University (October 2008); and attended, among others conferences: the 2nd European Communication Research & Education Association Conference in Barcelona (November 2008); Beyond East-West media conference at Central European University, Budapest (June 2009); and International Association for Mass Communication Research (IAMCR) convention, Braga, Portugal (July 2010).

Topic III — **Ten Steps to Enhance Your Face-to-Face Teaching with Online Tools:**
Using online course management systems (Blackboard Web Courses, eLearning, etc.) and other online tools in "blended" classes

Chair: **Jennifer Greer**, Alabama

1) **Find out what tools you have at your disposal:** Blackboard, which now owns WebCT and dominates the course management market in higher education, has contracts with most major universities and more than 2,000 institutions Worldwide. The company recently has partnered with Lexis-Nexis to offer enhanced Web Courses on campuses. If your institution doesn't have a course management system contract in place, you always have the free social networking sites and blog sites you can use to do much of the same thing. Finally, many major text-book companies (especially those with online versions of their books) have some limited course management systems you can use with your textbook.

2) **Get some training:** Once you figure out what is available on your campus, sign up for in-person training on the tools available on your campus. Most universities offer several classes each year or online training. Ask for names of other faculty using these tools. Don't be afraid to ask for an individual consultation or one-on-one training session as you set up your class for the first time. Most technology offices are happy to provide this service. For teaching with Facebook, Twitter and other tools, lean on your colleagues or use some of the online resources listed at the end of this document.

3) **Set up your course:** All course management systems have pre-set design templates available, and you can customize as much as you like in terms of font, size of text, icons, etc. You don't have to have a fancy-looking page, just get the basic information out there. The most helpful thing is to first understand the tools you'd like to use, and then have an idea of the structure of the site. You can have a very simple site (with one home page and the tools on the toolbar) or an extensive site (with a home page, learning modules that give day by day lecture notes and assignments, and other pages for special projects). It depends on your goals for the site, the class size, and the subject matter.

4) **The most basic content:** If you do nothing else, put your syllabus, handouts and examples on the system. You'll save time copying, save money (your department chair will love you), and save searching for extra copies for students who misplace their handouts or had an excused absence. If everything is on the course management system, you don't have to keep track of paper, can revise handouts if you find an error, and can update your syllabus to reflect changes to your schedule for the semester. If you're on Facebook, Twitter or a blog site, I'd suggest it be a closed group where you

have to accept members to make it closed to the general public. You also have to watch copyright issues if it's not a closed system.

5) **Train your students:** Teach students to use your online system the first day by showing them the system, and explaining your structure. If your campus has been using you system for a while, any student who has had a large introductory class before has probably used it. For my classes, big and small, I have my syllabus and schedule in one folder (and linked to the syllabus tool), a folder for each week of lectures or class discussions, and folders for major projects or final exams. I don't hand out a syllabus the first day; I simply show people where it is and then go over the main points. I ask students to download the syllabus after class and, for large introductory classes, give a short quiz on the syllabus the third class to ensure that students have gone online and gotten in to the system. Some course management systems require students to turn off pop-up blockers or download a new version of Java. Ask your IT folks what you need to tell students the first day. The key to success is making students have access to all materials.

6) **Decide how much to put online:** Some professors don't like to put their lecture notes or PowerPoints online to reward people who attend class (or punish those who don't attend). I put all notes and side shows online because they are simply outlines and students don't get the full story from the PowerPoints. I also do one or two "bonus" stories or points each lecture to reward students who attend regularly. These become items on the tests and I tell students that the first day, so they know they can't get an A on a test without regular attendance.

7) **Choosing tools, part 1– Tegrity and other audio/video capture systems:** Most content management systems have the ability to link with something like Tegrity to capture the audio of the lecture as well. Some systems allow you to record audio and video of your lecture. And there always is Podcasting. These require a new layer of course preparation and additional training. You also have to be teaching in a classroom equipped to handle these tools, so you should request these in advance. These tools have training sessions – and even with one-on-one help from your IT folks, I'd recommend a formal class. If you want to reward your attendees, tell students early in the semester that you will turn off the recorder at points during the class to include points "off the tape." I pause the recording for about two to three minutes for each 50-minute lecture. These systems are great for guest speakers, so that students who have legitimate reasons for missing can learn from visiting professionals who don't come with PowerPoints.

8) **Choosing tools, part 2 – Mail, blogs, discussions, group tools, links pages, etc.:** Courses set up through a Blackboard based system can be simple or extensive depending on the tools that you opt to use. For example, I have

taught a lecture of 125+ students divided into writing labs taught by grad assistants. In addition to the syllabus and class policies, I also had links to day-by-day lecture notes and PowerPoints used in the lecture (loaded AFTER the lecture), a major assignments page (which had sub folders for each major assignment for the semester), a class resources page (links and other documents), and a extra-credit opportunities page (links to online surveys and events). In this site, I used the roster tool (with pictures and bios of the students so I could get to know people in the lecture by their pictures), the group tool (so I could divide them up by lab), the grade book (for tracking day to day grades, posting test scores, and for computing and posting their final grades – see below), the discussion tool (they posted weekly blog entries), the calendar tool to list all readings and assignment due dates, and the announcement tool. I also directed all students to communicate with me through the course mail tool rather than my e-mail. All assignments were turned in and graded online. I also used the filter tool to divide the class by lab sections to view a folder just for their lab and their graduate assistant. Some more on the basic tools:

a. Mail – this organizes all communications from students in each class in one neat place and keeps them out of clogging your regular in box. The only problem is that you have to remember to check this daily or a few times a week. Just tell students how often you'll check it so they don't get antsy.
b. Discussions/chat – you can set up discussion threads, journals, or blogs for students. I use this tool in every class. Mostly, I have students do a short weekly journal (viewable to the student and instructor only) and I go in and check these about three to four times a semester. You have to be very specific of what you'd like students to write about. Also you need to remind them that spelling and grammar count, even online. The blog makes student posts visible to all in the class, and the discussions allow interactive conversations on a topic. Live chat allows you to talk to the students in the system on real-time. If you show as visible when you're in the system, students will ask you questions at all hours of the night – you can make yourself visible depending on your comfort level.
c. Group tools – you can create assigned or random groups for projects, and then set up "closed" tools open only to members of the group. For example, you can have students in a group have their own discussion group, their own assignments, etc. You can send announcements out to only specific groups for meeting times, etc. You do this through selective release. The random group tool is great because students don't typically complain about group assignments if they know the computer did it randomly. Also, if random assign students to group for experimental studies with this tool.
d. Calendar – you can load all dates into the calendar at the beginning of the semester and students can see these at any time. That way the dates are both in the syllabus and the calendar and you can avoid the "I

didn't know this was due" excuse. For most universities, these load into the students' daily calendar when they log into their student homepage. This way they get a reminder even without visiting your class site.

e. Announcements – changes to the schedule or special events can be announced at any time. Just remind students to check the site every few days. You can pre-load these and set the release date just before you want the announcement to appear. You also can choose which members of the class you want the announcement to go to (graduate assistants, students, all, etc.).

9) **Using the grade book/assessment tool:** The grade book and assessment functions are probably the most complex; many universities offer special training just on these tools. You can record and compute grades, both in the system or downloaded and computed through Excel). You also can put quizzes (automatically graded), tests and other assessments (from a short paragraph to a long paper) in through the assessment tool. You just set up how to grade, how many points you want to assign, etc. I've had some problems in that setting up a graded assessment directly sets up a grade book column, and it's really hard to change after the fact, so I highly recommend the special class or tutorial on the grade book. For my large lectures, we do a "short activity" (worth one point) or a quiz (worth five points) for each lecture and I record these scores within 24 hours. I also post all test grades to this system and compute the class average at midterm so that I can encourage failing students to drop before it's too late. I make it the students' responsibility to check their grades each week in case I missed recording a short assignment or a quiz. They have two weeks to correct my errors – after that, they cannot appeal a missed grade or a test score. I state these rules in my syllabus.

10) **Using social media tools:** Even with a course management system, you may want to establish a social media presence for your class. You can establish a Facebook group for further discussion among students – these discussion tools are far easier to use than those in most content management systems. Links also tend to be a little bit easier to deliver via Facebook. And the upside is students are very comfortable with this tool. The downside is that you likely will have less control in this venue and you have to decide how hands-on you will be here. Twitter also can be a wonderful teaching tool (see below). Also, if your university doesn't have a formal course management system, you can use these tools to communicate with students, hold online discussions, link to Web-based resources, and allow your students to give feedback, ask questions, and post resources for the class.

Some useful resources

- Tips and Tricks for Teaching Online. A helpful site on pedagogy and other issues from Dallas Baptist University: http://www.onlineteachingtips.org/
- An eLearning support page for students and instructors at UF (has good tips in general): https://lss.at.ufl.edu/
- Lexis-Nexis guide for instructors using Web Courses through Blackboard: http://www.lexisnexis.com/documents/LawSchoolTutorials/20090824041047_small.pdf
- A good article on Blackboard's impact at the University of Cincinnati: http://www.blackboard.com/CMSPages/GetFile.aspx?guid=90ffd3e6-1073-4815-9ff8-5e34975696b4Teaching with Twitter: Tips from Associate Professor Steve Wheeler: http://steve-wheeler.blogspot.com/2009/01/teaching-with-twitter.html
- An article on the downsides of teaching with Twitter from the Chronicle of Higher Education: http://chronicle.com/article/Teaching-With-Twitter-Not-for/49230/
- How Facebook can enhance student learning. Elaine Childs of the University of Tennessee writes of her experiences in teaching freshman composition: http://www.technorhetoric.org/praxis/index.php/Using_Facebook_as_a_Teaching_Tool.
- The Facebook group on Facebook in Educaiton: http://www.facebook.com/education?v=app_2347471856

■ **Jennifer Greer** is chair of the Department of Journalism at the University of Alabama.

Jennifer Greer is chair of the Department of Journalism at the University of Alabama and a member of the Elected Standing Committee on Teaching. She previously was an associate professor of journalism and social psychology at the University of Nevada, Reno, where she had served as an interim associate dean, academic chair, and graduate director. Greer has twice been awarded college-wide teaching awards and has been involved with curriculum review and revision for more than a decade. She served on the university-wide courses and curriculum committee for six years and chaired UNR's Graduate Council. Greer has assisted deans with three ACEJMC accreditation self-studies, co-authoring the curriculum portion and other sections. She has held leadership roles in AEJMC for 13 years. In addition to the teaching committee, she's been head, vice head, and PF&R, research and teaching chair for the Mass Communication and Society division. For three years, she coordinated the division's Promising Professors Competition to honor outstanding teaching. Greer has been a member of several other AEJMC division and groups, and she coordinated the 2007 AEJMC Midwinter meeting in Reno. She researches media effects, gender, and emerging media and is a member of the editorial boards of *Mass Communication & Society* and *Journalism & Communication Monographs*.

Topic IV —**Student Evaluations: How they can make you a better teacher while helping you get tenure**

Chair: **Sheri Broyles**, North Texas

How evaluations correlate? As a rule:

- The higher the course level, the higher the evaluations
- The higher the workload/difficulty level, the higher the evaluations
- The higher the measures of student achievement (e.g. exams, not perceived grades), the higher the evaluations
- The higher the student motivation, the higher the evaluations
- The higher the instructor energy and enthusiasm, the higher the evaluations
- Also see: http://www.isu.edu/ctl/facultydev/extras/student-evals.html

Introduce your evaluations before you leave the room

- This allows you to frame how you want them to think about this
- Explain how you'll use their evaluations
    - to improve the class, then give a specific example of how you took a suggestion from a previous class and how that was incorporated into the class they're currently in
    - used by others to evaluate your teaching
- Point out the structure of the evaluation
    - scaled questions that are consistent across the school
    - written comments that are specific to this class

Written evaluations that help make you better

- Goal is to illicit constructive comments
- Provide structure for your written comments: how that works for the 3 questions I ask
    - tell me what worked: "Why? So I'll continue to do it in future classes"
    - tell me what didn't work: "It's OK to say something sucked, but tell me how to make it better"
        - note that this lessens the chance of a rant and is more likely to give you constructive comments
    - other comments: "This is your chance to give me feedback on anything else you want to"

Analyzing your evaluations

- Ask for electronic copies of your comments, then group them by these three questions (or other questions you might ask) so you have all the answers for each questions together
- Do a quick content analysis; order your categories (from most common to rare)

Using evaluations to improve teaching

- Improve your course: build on successes and develop strategies to address shortcomings
- Improve your teaching: identify trends across all your classes

Using this for assessment

- Write up what you've learned and how you'll be changing the classes in the future. This can be used as an assessment for your unit.

How this can help you get tenure

- When you put your dossier together, this is a way for you to talk about specific courses and give some context to your student evaluations. It also is a way to show how your teaching has evolved with specific examples of the improvements you've made over time. Yes, it's extra work — but there can be a big pay off.

■ **Sheri Broyles** is Interim Chair and Associate Professor of Advertising. Mayborn School of Journalism, University of North Texas. See next page for picture and bio.

Sheri Broyles, Ph.D.
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Sheri Broyles serves as interim chair of the Department of Strategic Communications and has taught a variety of advertising classes at UNT since 1996, from lower-level courses to the capstone Advertising Campaigns classes. Her professional background includes work in advertising, PR and marketing for a symphony orchestra and as a copywriter for an advertising agency. She has also dabbled in writing for newspapers.

Sheri's passion is teaching, and she believes it's important to mentor those new to academe. She has been part of a team who presents teaching workshops for new faculty at the University of North Texas. When Sheri started her tenure-track position, she was the mother of two — ages five and two. Because of this experience, she also has mentored those who struggle with the work/life balance in academe.

One focus of Sheri's research involves pedagogical themes, and she has published in *Journalism & Mass Communication Educator* and the *Journal of Advertising Education*. Other research interests have evolved from her creative work in advertising and include a variety of aspects of creativity such as the creative personality, entry-level creative portfolios, the study of women within creative departments at advertising agencies and, most recently, ethnographic studies of small and large advertising agencies. She also has written on subliminal advertising. Her research has been published in the *Journal of Consumer Affairs*, the *Journal of Consumer Marketing*, and *Southwestern Mass Communication Journal.*

Sheri is active in the Association for Education in Journalism and Mass Communication (AEJMC), with 3,500 members from around the world. She has served as head of the Advertising Division, helps coordinate the annual Teaching Workshop for the Advertising Division and is currently an elected member of the Standing Committee on Teaching.

Topic V — **Teaching Portfolio for Tenure and Promotion: Organizing Your Portfolio, Presenting Documents to Support Your Case**

Chair: **Birgit Wassmuth**, Kennesaw State

Please join me at the round table to learn more about each of these five items –and more:

1) At the beginning of your academic career, set up four boxes (files), one for each of four categories below and add materials throughout the five or six years toward P&T.
    a. TEACHING: Teaching philosophy; Course evaluations; peer observations letter(s); fan mail from students; teaching award nomination(s); teaching awards; narrative
    b. RESEARCH & CREATIVE ACTIVITY: Copies of presented conference papers; award nomination(s); award(s); copies of journal articles; bok chapter; book; grant application(s) even if not successful; other publication(s); creative work (if applicable); narrative
    c. SERVICE: Appointment letters; Thank You letters; any other supporting materials; narrative
    d. OTHER: Evidence of participation in Faculty Development workshops and seminars; narrative

2) Be familiar with your University faculty handbook; College policies, and Departmental Guidelines regarding T&P

3) Pick a mentor and work closely with him or her, ideally a colleagues from another department in the same college

4) Keep your department Chair informed and up to date on the progress you are making toward P&T. Always feel free to ask for help.

5) Be a good colleague and a good academic citizen!

■ **Birgit Wassmuth** is Chair of the Department of Communication at Kennesaw State University in Georgia. See next page for picture and bio.

Birgit Wassmuth, Chair of the Department of Communication at Kennesaw State University in Georgia since 2006, has been an active member of AEJMC for more than 25 years. She was an officer for the Visual Communication division for several years and served as its Head in 1990-1991. Having taught at Drake University, University of Missouri-Columbia, University of Florida, Temple University, and the University Kassel, Germany, she has learned from teaching experiences and learning environments at small private and large public institutions. She earned M.A. and Ph.D. degrees in mass communication from the University of Minnesota.

As a member of the Board of Directors of The Collaboration for the Advancement of Teaching and Learning, Wassmuth helped promote excellence in teaching within *an alliance of colleges, universities and tribally-affiliated institutions.*

Her teaching and research areas include advertising, visual communication, integrated corporate communication, semiotics, and race and ethnicity in the media. She also regularly teaches in the Honors College. Throughout her career, she has been an early adopter of technology in the classroom. A Fulbright scholar, Wassmuth brings an international perspective to all of her classes and promotes collaborative and cross-disciplinary learning.

A 2003 graduate of the Journalism Leadership Institute in Diversity (JLID), Wassmuth regularly facilitates workshops in "Personality Types and Leadership" for each incoming JLID cohort.

She has recently been elected by members of ASJMC to serve on the Accrediting Council (ACEJMC) starting in Fall 2010.

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Topic VI — **Strategies to Balance Research, Teaching, and Service Commitments**

Chair: **Linda Aldoory**, U Maryland-College Park

1. **Know there is no such thing as "balance."** The best-kept secret is that no one truly attains balance (even though some people are good at looking and acting as if they do!). *Acknowledging and accepting the unpredictable, yet 24-7 nature* of the academic profession and the erratic swings during the year between research and teaching emphases *is the first step to healing.*

2. **Request repetitive course schedules**. This strategy is actually two in one. First, teaching the same courses two or more semesters in a row may be boring, but it decreases your teaching prep time and thus allows for greater time devoted to research and service. The pedagogical advantage is an obvious one: you also have the chance to improve on weaknesses in your curriculum and teaching over time. Second, do not be afraid to ask your head for certain courses or time slots. As long as you are sensitive to the numerous factors that play in to department course schedules and are ultimately agreeable, asking will never hurt your chances for promotion or tenure.

3. **Add to your hours and efforts toward research by embedding scholarly endeavors in your teaching and course curriculum.** There are several ways to do this. One way is to develop and evaluate innovative teaching tools or use of new media in your classroom, and then write up the evaluation and submit to AEJMC conference or to a publication. Another way is to conduct research for clients who are used in courses, and with client collaboration and approval, submit the research for conference/publication. You might also collaborate with teams of students in a research project that allows the students not only research experience and conference paper submissions, but also course credit (such as independent study credit or experiential learning in research methodology).

4. **Do not jump in to learning innovative technology or new media for your classroom or course without considering what you sacrifice if there is a steep learning curve.** If you significantly increase your hours of prep time for a course, you ultimately decrease the time you have to spend on research. Wait until you have the time, over the summer or through an instructional improvement grant that buys you time, or create a research project out of your exploration so that you combine a teaching goal with a scholarly output.

5. **Seek out your own mentor relationship**. Take the person to lunch once a month if possible, and if that is too often to be realistic, then once a semester. Ask four important questions: What can I do to make my research more valuable the university and the unit? What should I be doing that I am not doing to better balance teaching, research, and service here at X Institution? What does the unit/institution expect for promotion? What type of service and amount of service is expected?

6. **Know the unwritten rules for research so that you can balance your efforts more efficiently.** There are several factors in institutional research expectations that can increase or relieve a sense of your burden when attempting to balance scholarly efforts with teaching and service. For example, your university may "rank": sole-authored publications over co-authored works; SSI ranked journals over all others; mainstream journals over a subdiscipline's outlets; print journals over electronic-only outlets; etc. Many of these "rules" are unwritten. Learn the implicit as well as explicit research rules by asking each of your faculty colleagues as well as unit head and others involved in the tenure and promotion process at the institution.

7. A brutally honest statement from a wise faculty mentor and unit head (who shall remain anonymous): "**Do what you *have* to do to get tenure; *then* do what you love**." While this is a sobering sentiment, it is a realistic reflection of how to consider balancing research, teaching, and service. Depending on your institution and its emphasis (typically on teaching, on research, or on both), spend the hours on what is valuable to the institution and your academic unit. This does not mean that you cannot study what is important to you or that you have to give up innovative teaching ideas. It means that the hours spent on such endeavors might have to be aligned with institutional expectations. Once you meet your professional goals, such as tenure and promotion, seek out the service you love, the teaching that inspires you, and the research that makes a difference to your field.

8. If a choice, **select service that might have frequent meetings yet not a lot of "out of class" work.** While it may seem like a certain service obligation has too many meetings, the total number of hours could be significantly less than a search committee, for example, that meets only twice officially, but then you need to spend hours and hours individually poring over dozens of job applications.

9. **Try to calculate hours of work in service rather than focus on symbolic "prestige" of certain service positions.** Some service positions are hard to say no to, because they are perceived as prestigious or are labeled "chair" of a popular committee. However, these service positions might take up a significant portion of your time (e.g., creating agendas, running monthly meetings, following up with minutes, etc.) yet still take up exactly the same amount of space on your CV as all other service activities do--two printed lines under the heading of service.

10. **Do the service that allows you to meet those who may have to vote on your tenure or promotion one day.** College-level service or university-level service introduces you to other faculty members of varying ranks who may one day impact your future.

■ **Linda Aldoory** is associate professor in the Department of Communication at the University of Maryland. See next page for picture and bio.

Linda Aldoory, Ph.D.

Linda Aldoory is associate professor in the Department of Communication at the University of Maryland and has been an AEJMC member since 1996. Her commitment to teaching has been honored through a Lilly Fellowship for Teaching Excellence and a fellowship in the Academy for Excellence in Teaching and Learning. Aldoory has spearheaded curriculum reform: she developed and taught new courses in media studies and in public relations. She currently chairs the departmental taskforce that oversees the annual course evaluation process. Aldoory has published pedagogical studies, regarding graduate public relations curriculum (*PR Review*) and clients of undergraduate public relations courses (*J&MC Educator*). Aldoory advises masters and doctoral students and teaches mass communication theory, public relations theory, news writing, public relations writing, health communication, and research methods. Aldoory was chair of AEJMC's former Committee for Gender and Race Equity and Diversity Assessment, and she was on the founding selection committee for the new AEJMC Equity and Diversity Award. She was formerly research chair for the Commission on the Status of Women and editor of the *Journal of Public Relations Research*. She was also chair of the PR Division's Inez Kaiser Award, a graduate student diversity award. Aldoory's research has appeared in *J&MC Quarterly, Journal of Communication*, and *Health Communication*. Her PhD is from Syracuse University and her master's is from the University of Texas at Austin.

Topic VII — **The Assessment Paradox: Top Ten Tips to Incorporate Assessment of Learning Outcomes in Your Course (or Program)**
Chair: **Kim Lauffer**, Towson

1. Understand why you want to do assessment.
2. Articulate clearly the student learning goals for each course, track or focus, and/or major.
3. Use active verbs that signify hierarchical steps in higher-order thinking skills.
4. Verify that the student learning goals conform with the department's, college's, and university's mission statements when feasible.
5. Consider the relationships among the instructor's, department's, college's and/or university's learning goals.
6. Understand the difference between formative and summative assessment.
7. Understand the difference between direct and indirect methods of gathering evidence of student learning.
8. Consider using rubrics.
9. Consider illuminating quantitative results with focus groups.
10. Consider using Classroom Assessment Techniques (CATs) to collect immediate feedback on student learning.

Why do assessment?

1. The oft-cited reason is that it's required by accrediting teams and university assessment gurus, etc. But, a better reason is because it helps you identify whether your students are learning what it is you want them to learn, when you want them to learn it, and it helps them learn to assess their own learning and become self-directed, lifelong learners (to toss in a buzzword).

Articulate those goals …

2. It forces you to articulate your learning goals for each assignment, lecture, discussion, and evaluation activity in each course. Yes, this is a lot of front-loaded work; but face it—you probably already know most of this already; you just haven't articulated it. Do it. Take one lesson and begin to write down the learning goal or goals.

Use active HOTS verbs:

3. Higher-order thinking skills come from Bloom's Taxonomy and represent hierarchical steps in cognitive processing from the most basic to the most complex: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation. Different verbs signify these steps and work well to articulate learning goals that can be measured (a key step in any assessment plan).

Try to align course and program goals …

4. It's unreasonable to expect perfect accord or to specify every link between a course goal and a general education program goal, for example, but aiming for general "conceptual coherence" with clearly articulated and explained goals at all levels is an ideal to strive toward.

And, ideally, fit them within the mission of the institution.

5. The Middle States Commission on Higher Education states in its *Student Learning Assessment: Options and Resources* (2003) that aligning learning goals with the institution's mission and vision should avoid plans working "at cross-purposes with one another" (p. 56).

Types of assessment: Formative and summative …

6. The easiest way to understand formative and summative assessment is to break them into their constituent parts. "Form"ative assessment is what you use when forming opinions about how well your students are learning what it is you want them to learn. These are the things you to do improve the quality of student learning, not to provide evidence for evaluating or grading students (Angelo & Cross, 1993). "Sum"mative assessment is that evaluative assessment. As such, it should be valid and reliable and free of bias (Angelo & Cross, 1993).

And direct and indirect.

7. You can collect data directly (by observing students' actual learning/work product) or indirectly (by measuring students' perceptions about their learning). However, indirect data are "less meaningful without the associated direct and tangible evidence of learning" (Middle States Commission on Higher Education, 2003, p. 28). Examples of direct data at the course level include writing samples, exams, presentations, evaluations of internship performance, etc. Program level direct data could include standardized tests, honors theses, senior projects, etc.

Some suggestions: Rubrics can make assessing writing less fearsome.

8. You can make your grading life easier (and assessment work easier) by using "criterion-based rating scales" or rubrics. These go hand-in-hand with the learning goals you set out for a particular assignment and "make explicit, objective and consistent the criteria for performance" (Middle States Commission on Higher Education, 2003, p. 42). You share the criteria with the students in advance and explain how the rubric will be applied.

Focus groups can help provide indirect data.

9. Focus groups require expertise. The Middle States Commission on Higher Education (2003) recommends that they be used not as a stand-alone assessment technique and that "one should learn how to plan and conduct focus groups, hire a consultant, or enlist the aid of an on-campus expert before using focus groups as an assessment strategy" (p. 51).

CATs allow you to incorporate weekly formative assessment!

10. Classroom assessment techniques offer an explicit "feedback loop" for instructors to take a quick pulse of their students' learning, give students feedback on the results of that assessment and offer suggestions for improving learning (and make mental notes of ways to tweak their teaching, if necessary, to facilitate student learning). Angelo and Cross (1993) suggest trying CATs in one class that you are relatively certain is going well. They offer up five CATs that are

easy, quick and adaptable to nearly any class: Minute Paper, Muddiest Point, One-Sentence Summary, Directed Paraphrasing, Applications Cards.

a. Minute Paper: respond to two questions: what was the most important thing you learned today? What questions remain uppermost in your mind as we conclude this class session?
b. Muddiest Point: respond to one question: what was the muddiest point in my lecture today?
c. One-Sentence Summary: given a prompt, students respond to: Who did what to/for whom, when, where, how, and why? (This could easily be adapted in a journalism class to: Write a summary lead about today's class.)
d. Directed Paraphrasing: asks students to paraphrase in two to three sentences for a specific audience a particular concept or procedure to assess their understanding of that concept/procedure.
e. Applications Cards: look for possible transference of knowledge; how could you apply what we learned today to other settings or real life?

After collecting the CAT, allot time to read through the responses and analyze the feedback. Angelo and Cross (1993) say that in order to "capitalize on the time spent assessing, and … motivate students to become actively involved, you will need to 'close the feedback loop' by letting them know what you learned from the CAT exercise and what difference that information will make" (p. 30).

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Angelo, T.A. & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers (2nd ed.). San Francisco: Jossey-Bass Publishers.

Middle States Commission on Higher Education. (2003). Student learning assessment: Options and resources. Philadelphia: Middle States Commission on Higher Education.

■ **Kimberly Lauffer** is an associate professor of journalism and new media at Towson University.. See next page for picture and bio.

Biographical Information

Kimberly Lauffer, Ph.D.
Towson University

Kimberly Lauffer is an associate professor of journalism and new media at Towson University. She was trained as a high school English teacher, which is where she initially gained her passion for assessment. It was reignited during her doctoral studies at the University of Florida as she did cognate work in Special Education, focusing on specific learning disabilities. She served as the Assessment Coordinator for her department for four years and held an Assessment Fellowship for one year. During her year as Assistant Provost for Undergraduate Education, she worked closely with the University Assessment Director to plan and hold university-wide General Education Assessment workshops for faculty.

Topic VIII — **You Can Teach an Old Dog New Tricks—How Veteran Teachers Stay Fresh**

Chair: **Marianne Barrett**, Arizona State

"You Can Teach an Old Dog New Tricks—Teaching Tips from GIFT Winners"

- **Transform your roll and grade sheets into time cards**. A creative method for instructors to keep their student records organized is by managing individual time cards. Readily available is information about students' names, identification number, addresses, phone numbers, current class schedules, major/minor and learning goals for the class as well as a record of tardies, absences, scores on assignments and other pertinent notes.
  From "The Classroom as Newsroom: How to manage and discipline students by simulating the work environment," Dennis R. Bautista, GIFT 2000.

- **Evaluate often.** Build in summative and formative evaluation; a midway evaluation can keep a team from going astray.
  From "Using Student Group Projects in the Classroom: How to diminish the dread for students and faculty," Julie K. Henderson, GIFT 2001.

- **Provide audio feedback on written assignments.** The instructor uses a student-supplied audio tape to orally grade a paper by recording his/her comments while reading the student paper aloud.
  From "Better Than Bleeding All Over It: How to use a tape recorder to improve feedback on student writing assignments," Jim Hall, GIFT 2002.

- **Create a TextBookMark** with the class schedule, reading assignments and professor contact information in the guise of a bookmark.
  From "TextBookMark," Coby O'Brien, GIFT 2003.

- **Use paint chips in several shades of the same color to help students hone their observational skills.**
  From "The Language of Senses: How to use your five senses to add color and detail to feature stories," Carol Schwalbe, Grand Prize winner GIFT 2004.

- **To help editing students learn how to work with writers, have them edit your copy.**
  From "Exposing My Thin Skin: How to teach editing students to work with writers," Matthew Baker, GIFT 2006.

- **Use "speed dating" techniques—three minute interviews to assign students to groups for projects.**
  From "**All Together Now:** How to use "speed dating" to increase learning and minimize conflict," Douglas Fisher, GIFT 2007.

- **Use Soundslides, an inexpensive and easy-to-learn software program to create sound-enhanced slide shows for online use**. It is a great way to explain such new concepts as narrative cutlines, both audio and written, where the goal is to keep the viewer hooked on the story through multiple changes of image."
From "A Synergy Story :How to supercharge your–and their–thinking with Soundslides," Leslie-Jean Thornton, GIFT 2008.

- **Use online research tools such as Survey Monkey to teach students about research, language use, writing survey questions and analyzing data.**
From "**(**Web) Monkeying Around in the Classroom: How to use new technology in the classroom*,"* Michael L. Kent and Maureen Taylor, GIFT 2009.

- **And remember: Clarity counts.** Students want to know what you expect of them.

■ **Marianne Barrett** is the Senior Associate Dean and Solheim Professor in the Walter Cronkite School of Journalism and Mass Communication at Arizona State University..
See next page for picture and bio.

Marianne Barrett is the Senior Associate Dean and Solheim Professor in the Walter Cronkite School of Journalism and Mass Communication at Arizona State University. Barrett assists and advises the dean in a variety of ways including mentoring junior faculty, implementing curriculum, overseeing the Cronkite School's graduate and undergraduate programs, course scheduling, enrollment management and admissions.

Barrett previously served the school as the associate director for academic affairs. She joined the faculty of the Cronkite School as an assistant professor in 1994. She received her doctorate in mass media from Michigan State University in 1993, and her Master of Professional Studies in media administration from Syracuse University in 1988.

Prior to beginning her graduate studies, Barrett worked for almost 15 years in the television industry, primarily as a programming executive. She was director of program scheduling for ESPN in New York, and director of programming for WVIA-TV in Scranton, Penn.

In March 2002, Barrett was named the Frank Stanton Fellow by the International Radio and Television Society (IRTS). The award recognizes "outstanding contributions to electronic media education" and was presented at the IRTS's annual Faculty-Industry Seminar in New York.

Her work has appeared in The Journal of Media Economics, Communication Law and Policy, The Journal of Broadcasting & Electronic Media, Journalism and Mass Communication Quarterly, and The Broadcast Cable Financial Management Journal.

She is on the editorial board of the International Journal on Media Management and has held leadership positions in the Broadcast Education Association and the Association for Education in Journalism and Mass Communication.

Barrett has taught graduate research methods, media management and electronic media programming. Her research focuses on media economics topics.

Topic IX — **Using Social Media for Effective Teaching: Evans and Stokes' 10 Dos and Don'ts for Using Social Media in the Classroom**

By **Kristin N. P. Marie Evans and D. Milton Stokes**, Connecticut, Storrs.

DO

1. **Check links and scan for inappropriate and/or offensive content:** A quick way to lose credibility and the attention of your students is through the impromptu appearance of unmentionables. The internet is a dynamic place, check it often or you may be in for an embarrassing, in-class surprise.

2. **Demonstrate social media site use and operation:** Before requiring students to utilize these media introduce and give background information on the media of choice. Walk to the students through the site and show them how to use it.

3. **Update content regularly:** Yesterday's news is definitely not news on the internet, literally. Keep the content current and update often to attract and engage student users.

4. **Add a photo of yourself**: Photos help users to feel connected to site administrator, but use discretion, after all a picture is worth 1000 words – even in megapixels.

5. **Integrate social media:** An easy way to use social media is to connect the sites so that multiple sites can be accessed and updated at one point in time. For example, you can Tweet a link to your blog!

DON'T

1. **Just "throw it in:"** Social media are popular and everyone wants to use them, but they may not serve a purpose in every course. Be sure that the social media used are directly related to the course objectives.

2. **Assume students' knowledge about social media:** While social media appear be the lingua franca of the generation, this doesn't mean that all students speak it. However, it does mean that many students will be hide their ignorance at the risk of seeming "uncool" – so explain in full, just in case.

3. **Neglect social media outlets setup for student use within a course:** Set up a blog or companion course site and you will have students using it. Expect questions that the instructor may need to field. Check in often.

4. **Forgo professional etiquette:** Oh**,** internet anonymity, how you toy with us! Remember to maintain appropriate boundaries with both content posted and contact made with students via social media.

5. **Post it and forget it:** Similar to #3, if you make the effort to incorporate social media, follow through. Students are spot on with the Web. Ensure you are too!

- **Kristin N. P. Marie Evans and D. Milton Stokes** are Ph.D. students in Mass Communication at the University of Connecticut, Storrs.

Kristin N. P. Marie Evans is a mass communication doctoral student at the University of Connecticut. Her research interests involve media effects and the intersections of culture, gender and music. Her research also involves the use of physiological measures such as eye-tracking and electrophysiology to study communicative phenomena. She has a B.A. from Washington and Lee
University in journalism and politics and an M.A. in organizational communication from Bowie State University. Upon obtaining her Ph.D., Kristin hopes to continue to teach undergraduate students and support the field of communication through research.

D. Milton Stokes, MPH, RD, CDN, is a Communication Sciences PhD student at University of Connecticut. His research **interest**s include body image and media as well as front-of-package nutrition symbols and consumer purchasing behaviors. Prior to doctoral studies at UCONN, Milton worked as a Registered Dietitian in a variety of public health settings.
Milton is a former National Media Spokesperson for the American Dietetic Association where he's been featured in *Cooking Light*, *Fitness*, *Self*, *Men's Health*, AOL, *The Washington Post*, *Ladies Home Journal*, and countless others. He's also written freelance articles for *Environmental Nutrition*, *Today's Dietitian*, *Family Doctor*, *Men's Health*, *Prevention*, WeightWatchers.com, *NY Daily News*, and countless others. His latest book, *Flat Belly Diet! for Men* (Rodale, 2009) is a New York Times best seller.
Milton began his career in clinical nutrition in New York City working for a food and nutrition management company. He has served in staff and management positions along the way as well as precepted dietetic interns and students from several area colleges and programs. He taught as an adjunct lecturer in the Nutrition Department at New York University. Milton's graduate degree is in Public Health from Hunter College and his clinical training was conducted at Yale-New Haven Hospital.

Social Media & Teaching

By **E-K. Daufin,** Alabama State (Sitting in for Dr. Diana Rios)

Facebook

- Excellent for building alumni relations w/graduates you've taught.
- At the end of classes individually invite students w/whom you would like to keep in touch to "friend" you.
- You may want to limit student friends to those who will most likely *not* be your undergraduate students again.
- Post information or provide electronic participation opportunities for discipline related material.
- With great tact and gentleness remind students anything they write on Facebook may be seen by potential/current employers/investors.
- Keep the previous tip in mind for yourself and anything you post/profile/wall.
- Create event pages or link to campus pages for events (on line & in life), actions, alumni, employment.
- Scan your newsfeed and comment/send words of encouragement to students.
- Post your own audio/video/ still work or blogs of interest to your page.
- Invite students to do the same.

YouTube

- Excellent source for AV course supplements for news items and documentary clips.
- Many Media Education Foundation and some News Reel trailers and sections or whole (the latter dated but still useful) documentaries are available.
- Remind students to look for and view the specific items you are assigning before looking at other clips the site may suggest to them.
- Make sure =/< 24 hrs. before making the assignment, you recheck the clip to make sure it's still there and to check for potentially offensive or other counter-productive information/comments that may come up near or with it.
- Before assigning, run a search for your clip, even if you have the exact URL, to see what comes up. Often students dispense w/copying any URL or using any hyperlink you may provide and simply search on YouTube for what they remember of what you want them to see.
- It is useful and easy to send hyperlinks in Blackboard emails and post them in Blackboard announcements.
- More students may see announcements than read emails through Blackboard and similar systems.
- Give context & purpose for any hyperlink you distribute to help avoid misinterpretation.

■ **E-K. Daufin** is Professor of Communication at Alabama State University. Contact her at 334-229-6885, ekdaufin@alasu.edu

Topic X —**Grade Inflation, Student Apathy and Related Issues in an Age of Entitlement**

Chair: **Debashis "Deb" Aikat**, North Carolina at Chapel Hill

1. Talk about Grades in Class: Address grade standards, grading timelines, assignments, and "big-picture" items in classroom situation where majority of the students are in attendance. Do not cut special secret deals with any student regarding grades, no matter how exceptional the case or the student may be. Students talk amongst each other and word will get out that you entertain special deals.

2. Downplay the Importance of Grades During Complaint Sessions. When students come to you with a complaint, aim to focus on the learning aspect of the assignment, not the letter grade. Ask leading questions that seek out why, how, when, what, where, which the assignment failed to address the checklist that you created for each assignment. Use Rudyard Kipling's six honest serving men... "What and Why and When and How and Where and Who."

3. Get Deeply Involved with Students from Day One: If the students know you care for them, it makes an enormous difference (but that alone is also not enough). Set clear ground rules on the very first day of class with detailed policy sheets. In other words, outline clear expectations with a detailed grading rubric that you share post with the students before the project is due. This will help the students understand and appreciate where their grades come from.

4. Create Smaller Finite Assignments (more work for you) **that Add Up to the Final Grade:** Avoid situations where a single assignment accounts for 50-60% of the final grade. Weighting assignments with that approach to lead to situations where one big assignment may affect the final grade severely.

5. Share Grading Standards and Pitfalls: At the first three or four sessions of your class, bring examples of grade A, B, C, work from your former classes so that students have a chance to see exemplary work and get an idea about specific grading standards and pitfalls.

6. Set Ground Rules if you are teaching the course for the first time, you must provide a checklist for each assignment to your students; for example, in writing assignments a spelling error may count for deductions higher than punctuation errors. It may be also important to specify if you achieve this, this, and these items, your grade will be this. This will provide students benchmarks and pointers on what to expect based on what to achieve.

7. Avoid Dubious Grading Policies: Make your grading system structured and detailed. This will obviate guesswork for students -- therefore, fewer surprises for them and fewer grade appeals after each grading session.

8 a. College Grades Are Rarely a Guarantee of Success in the Industry: Explain to students that in any learning environment, it is important to crave success, but it is far more important to crave the ability to be skilled in the subject area. College grades are rarely a guarantee of success in the industry. The ability to do the job, to network, and to get along with people goes much farther in a profession than letter grades. This will be a hard sell for students who have med school or law school admission blinders around their eyes. Despite your best explanations, they might still expect a high grade as their ticket to admission.

8 b. Plan Group Grading Sessions: If you are teaching a class where there is a high degree of subjectivity in the assignments (i.e., writing or design classes), try to work with your colleagues (or teaching assistants, if any) to agree on grading standards if your TAs are also going to grade the assignments. Disagreement with your TAs regarding grading standards can be a great source of dissension and discord in the classroom. Your TA's may be closer to your students than you are and they may be sharing their disagreements with you with the students.

9. Set High Standards and Create Trust in Your Grading Methods: If you are grading with your TA's input, have pizza sessions where you grade together. For each assignment and for each student, come to a consensus and put the grade down as the final grade. Do not change grades after you reach a consensus, behind your TA's back, as this will create distrust in your grading method. Your TAs should be the extensions of your classroom philosophy and your thinking.

10. Low Grades May Indicate Corrective Steps: For students who are exhibiting a pattern of lower grades, ask your TAs to contact them and try to understand the cause. Low grades in a significant group of students may sometimes cause panic among other students in your class, leading to an unhealthy obsession with grades.

■ **Debashis "Deb" Aikat** is an associate professor in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill. See next page for picture and bio.

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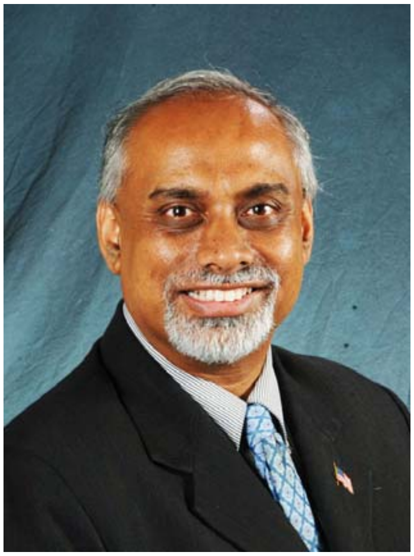

Dr. Debashis "Deb" Aikat
Associate Professor and Media Futurist
UNC-CH School of Journalism and Mass Communication

ASSOCIATE PROFESSOR **DEBASHIS "DEB" AIKAT** is the Media Futurist in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill (UNC-CH), a "Carnegie Research University I" institution. An award-winning researcher and teacher, his work focuses on social media, global communication, interactive media and the future of communication. Dr. Aikat (pronounced EYE-cut) joined UNC-CH in 1995.

Along with book chapters, Dr. Aikat's research has been published in refereed publications of the Microsoft Corporation, International Radio and Television Society (IRTS), Association for Computing Machinery (ACM), *Electronic Journal of Communication/La Revue Electronique de Communication*, *Convergence: The Journal of Research into New Media Technologies,* and *Popular Music and Society*. He has reviewed research for *Journalism and Communication Monographs*, *Journalism and Mass Communication Quarterly*, *Journal of Communication* and publishers such as McGraw-Hill, Oxford University Press and Sage Publications.

A former journalist, Dr. Aikat was named the inaugural winner of the Scripps Howard Foundation's "National Journalism Teacher of the Year (2003)" award for "distinguished service to journalism education." In 1997, the IRTS named him the Coltrin Communications Professor of the Year. Since 2007, Dr. Aikat has served on the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and mass communications programs in colleges and universities. He is chair of the Association for Education in Journalism and Mass Communication (AEJMC)'s Standing Committee on Teaching.

Besides teaching on-campus classes, Dr. Aikat has taught online courses since 1997. He conceptualized one of the first online courses in journalism in 1997 and developed in 2003 a graduate-level online certificate program in technology and communication. He has won fellowships from internationally renowned research institutions such as the Institute for the Arts and Humanities (2000 & 2003) and Journalism Leadership Institute in Diversity (2004-05) of the AEJMC and the Association of Schools of Journalism and Mass Communication (ASJMC).

His awards for excellence in research and teaching include AEJMC Communication Technology Division Top Paper Award (2003), a Distinguished Teaching Award for Post-Baccalaureate Instruction (2003), UNC-CH's highest honor for excellence in graduate studies, and the David Brinkley Teaching Excellence Award (2000). the AEJMC Baskett Mosse Award (1999), the Tanner Faculty Award for Excellence in Undergraduate Teaching (1999), the UNC-CH Students' Undergraduate Teaching Award (1998), and an IBM Research Fund Award (1995). Several UNC-CH senior classes have honored him with the Edward Kidder Graham-Favorite Faculty Awards from 1997 through 2005.

Dr. Aikat earned a Ph. D. in Mass Communication and Journalism from Ohio University's Scripps School of Journalism in 1995. He completed a Certificate in American Political Culture from New York University in 1990. He has lectured in Asia, Australia, Europe, and the Americas.

He graduated with distinction attaining first rank in M. A. Journalism in 1990 from the University of Calcutta, India, where he also earned a B. A. with honors in English literature in 1984. He worked as a journalist in India for *The Telegraph* newspaper from 1984 through 1992. He also reported for the BBC World Service.