

BEST PRACTICES IN TEACHING WITH TOOLS AND TECHNOLOGIES



**Sponsored by
The Teaching Committee
of the Association for Education in Journalism
and Mass Communication**

Thursday, Aug. 8, 2013
10 to 11:30 a.m.

AEJMC 2013 Conference

Renaissance Washington, DC, Downtown Hotel
Washington, D.C.

BEST PRACTICES IN TEACHING WITH TOOLS AND TECHNOLOGIES

This booklet contains the winning entries of the 2013 Best Practices in Teaching With Tools and Technologies competition, sponsored by the AEJMC Elected Standing Committee on Teaching.

Booklets produced for the previous seven competitions: on teaching the First Amendment, media ethics, information gathering, diversity, critical thinking and visual communication, and teaching writing across the curriculum can be found online at: aejmc.com/home/2010/09/best-practices-in-teaching-booklets

Winning entries, 2013:

First Place: *Fostering Research Readiness in Advertising Students Through Collaborative, Community-Based Geo-Tagging and Free Cloud-Based Tools*, **Jean Kelso Sandlin**, California Lutheran University

Second Place: *Technology Fills the Travel Gap: How Can Student Journalists Cover the Arab Spring Without Going There?*, **Cathy Yungmann**, Cabrini College

Third Place: *Meta-Interview Project*, **Scott Winter**, University of Nebraska-Lincoln

Honorable Mention: *"The New Bullying": 101-Day Book That Gave People What They Wanted, When They Needed It and in Formats They Would Pay For*, **Joe Grimm**, Michigan State University

Members of the AEJMC Teaching Committee (2012-2013):

Linda Aldoory, University of Maryland, College Park • **Bonnie Brownlee**, Indiana University • **Charles Davis**, University of Georgia • **Amy Faulkner**, Syracuse University • **Anita Fleming-Rife**, University of Northern Colorado • **Jennifer Greer** (chair), University of Alabama • **Susan Keith**, Rutgers University • **Karen Miller Russell**, University of Georgia • **Chris Roush**, University of North Carolina-Chapel Hill

Best Practices in Teaching With Tools and Technologies

Copyright © 2013 AEJMC

Association for Education in Journalism & Mass Communication

234 Outlet Point Boulevard, Suite A, Columbia, SC 29210

Ph.: 802-798-0271 | FAX: 803-772-3509 | E-mail: aejmchq@aol.com | www.aejmc.org

Contact Jennifer H. McGill at AEJMC for permission and reprints.

Sponsored by the AEJMC Teaching Committee

FIRST PLACE

Fostering Research Readiness in Advertising Students Through Collaborative, Community-Based Geo-Tagging and Free Cloud-Based Tools

Jean Kelso Sandlin, California Lutheran University

Abstract: GPS-enabled devices, such as iPads and smart phones, have created opportunities to send students into communities to easily and accurately capture and geo-tag visual data. Free cloud-based tools facilitate collaboration to map and share data, while allowing students the autonomy to explore unique research questions. This teaching activity utilized these new technologies to engage students in capturing, geo-tagging, mapping, sharing and analyzing photos of local outdoor advertising. Introducing students to research through this community-based, experiential lens helps sensitize them to advertising in their daily life, encourages them to critically consider the ethics of advertising, develops research readiness skills and boosts interaction with new technologies.

Explanation of the Teaching Activity

After reading studies regarding outdoor advertising and its impact on communities, students formed research teams based on their interests. For example, one team compared income levels to the prevalence of ads for alcohol, and another assessed the healthfulness of the food advertised in relationship to income levels. Student research teams worked together to build a visual representation of local advertising, and then worked in smaller interest-based teams to compare the content and geographic location of the advertising with census data to help answer their team's specific research question.

Students systematically captured and geo-tagged photos of advertising on local convenience storefronts in communities within the county using university-provided iPads. Students used free cloud-based applications to complete a four-step process to capture, tag, map and share data with the other research groups, creating a database accessible to all the research teams. Students (1) initiated Latitude on iPads to capture and geo-tag photos of convenience store advertising; (2) uploaded the photos to Panoramio; (3) created Fusion Tables of data that matched the photos with latitude and longitude points; and (4) exported the tables as KML files to view via Google Earth (Appendix A). For analysis, each team created KML files from census data to overlay on Google Earth. In this way, every team could access all data collected, yet analyze the data in terms of their specific research question. Teams presented their results in a classroom poster session.

SECOND PLACE

Technology Fills the Travel Gap: How Can Student Journalists Cover The Arab Spring Without Going There?

Cathy Yungmann, Cabrini College

Executive Summary: When places are dangerous or remote, sometimes a digital handshake is a viable path to global learning for college students. My communication students decided to tackle the topic of the Arab Spring as their multimedia capstone project. It seemed like an impossibly complex project since the students knew little about the Middle East or Islam and couldn't travel, but they wanted to do original reporting about young adults making a difference on the other side of the world. We used cloud-based communication and digital media to produce an award-winning multimedia web site: *The Arab Awakening – A View From the Inside*.

Project Description

The benefits of preparing college students – especially communication students - to become global citizens through international experiences are obvious. Some educators are calling it internationalization. Tighter family budgets and high college costs often rule out student travel. My students wanted to connect directly with people half way around the world to learn first hand about why young adults in the Middle East were willing to put their lives on the line during the Arab Spring. My experience told me that being there - walking the streets, smelling the foods and shaking hands - is the best way to understand and interact. But can students really gain international insights without the cultural immersion opportunities afforded by travel?

Here's an example of using technology and international resources to help students understand and articulate a global perspective without travel. We used collaborative cloud-based documents from the beginning of our Arab Spring multimedia project to facilitate our global information gathering. In addition to required course reading/viewing about the Middle East and Islam, the students had to post weekly annotated web resources to a class cloud-based **Diigo group**. This gave the class a virtual library of over 175 relevant research sources for background information. In addition, students had a weekly requirement to tweet several links about the Arab Spring using a class hashtag. This got the students comfortable using **Twitter** for research and proved an invaluable way to find interview contacts later in the project. Also, all of our project management documents were digital **Google docs**, which meant that our documents could be shared later with collaborators in Egypt.

Motivating the students to do background research about the region and religion was one of the frustrating parts of this project for me. With their expectation that all information comes in small chunks, it appeared that many of the students were just not prepared to do long-term, large-scale research. But the issues in the Middle East are quite complex and were very fluid at the time. Luckily Diigo and Twitter became good information link containers. They provided structure for the weekly research assignments.

The Biggest Challenge: International Partnerships

The project's biggest challenge was finding a partner in the midst of Middle East revolutions who could provide the link to people willing to talk with college students. Fortunately, my college had contacts with an NGO operating in Middle East. That NGO agreed to find an English-speaking class in Egypt with which we could partner to create content about the historic events happening in Tahrir Square. That is how we found a willing partner in Dr. Pandeli Glavanis, who was teaching political science research methods to graduate students at the American University in Cairo. Even better, his graduate students were conducting research about the Arab Spring as part of his class. Dr. Glavanis set up a collaborative class **Wiki** with access to course documents and projects to both our American students and his class in Egypt.

My students created a short **YouTube** video explaining the project to their Egyptian counterparts. A video **Skype** conversation was arranged between the two classes to break the ice, and the students exchanged short bios on the Wiki. Actually, our first attempt at linking the classes through video was a failed teleconference effort. It became evident that Skyping during off hours from people's homes had better video quality than the teleconference attempt from Cairo during business hours.

While there was a lot of background research for my students to do before beginning to understand the enormity of the Arab Spring, the true learning excitement took place during Skype interviews with students and professionals in Cairo and Lebanon. My American students were quite moved by the personal life stories that their Egyptian peers shared during individual video Skype sessions. Due to the time difference with the Middle East, the interviews were often recorded during the middle of our night.

My students also contacted Egyptian student journalists who were very open to sharing information and viewpoints. In addition, my students became Twitter followers of professional journalists who were covering the Tahrir Square events. Several journalists agreed to recorded Skype interviews and gave us permission to use their photos. At the same time, my students were interviewing American professors and refugees from the Middle East to gain other perspectives.

The Result: Cross-culture Connections and An Award

In the end, our students compiled about 20 videos, many text articles, infographics and photo gal-

8 | BEST PRACTICES IN TEACHING WITH TOOLS AND TECHNOLOGIES

leries into a **WordPress web site called Arab Awakening: A View From The Inside**. The site received the 2012 Pinnacle Award for Best Multimedia Feature Presentation from the College Media Association. Last summer, I converted the web site into a free **eBook** that is available for the iPad.

This was an amazing experience for my students, who grew in their understanding of the Middle East, of journalism, of technology and about the importance of stepping out of their comfort zones. They felt a personal connection to the region, the issues and the possibilities. An American University in Cairo press release about the project described how Egyptian students also learned from their interactions with American students about communicating across a cultural divide.

As a teacher, it is so exciting to see students engaged and enthusiastic. I feel strongly that the personal contact with people in Egypt — talking with them about their families and experiences — made an incredible difference in the depth of learning for our students. Although most college students cannot travel to conflict zones, this kind of virtual contact can be the catalyst to change student outlooks, spark the evolution of better global citizens and build amazing professional portfolios.

Links and Supporting Information

Final class multimedia website: Arab Awakening: A View from the Inside.

www.YouthVoicesRise.com

Free **eBook** for the iPad created from student website material:

<https://itunes.apple.com/us/book/arab-awakening-view-from-inside/id576503379?mt=11>

YouTube video created by my students to explain the project to Egyptian students:

<http://www.youtube.com/watch?edit=vd&v=lsQT38iryj8>

Collaborative Technology Used:

Diigo group <http://www.diigo.com> (educator designation especially helpful)

Twitter: <https://twitter.com>

Google docs: www.docs.google.com (best performance with Chrome browser)

WIKI: <http://teaching-with-technology.wikispaces.com/Wikis+in+Education>

YouTube: www.youtube.com

Skype: <http://beta.skype.com/en/>

WordPress: www.wordpress.org

THIRD PLACE

Meta-Interview Project

Scott Winter, University of Nebraska-Lincoln

Abstract: Introductory mass media students (101) are strategically placed in groups of four to produce a video about a working professional who is living the dream job that the four students aspire to in their careers. The group, in self-selected roles, then posts the video on a class YouTube channel and competes for views using social media strategies to drive up the numbers.

Technology tools in play

Google Forms, YouTube channels, Blackboard, Skype, social media tools (Facebook, Twitter, Reddit, etc.).

The rationale

The stated goals of our 101 class are to teach mass media history and the First Amendment. The unwritten goals are to integrate students into our hands-on college through hands-on projects, get student to find out early if these professions are for them and to recruit non-majors into our college.

Outcomes

By getting them in the field for this project, students learn:

- if they like meeting strangers and asking them questions (interviewing/reporting),
- if they get a charge out of producing and publishing media content,
- to better understand broadcasting as a form,
- to meet stringent deadlines,
- to work in a team,
- to connect one form of media (i.e. broadcast television) to another (i.e. Twitter, Facebook)
- to use social media to drive mass media content,
- a vision of what an introductory or dream job looks like first-hand.

The activity

The steps in the process are detailed and occur throughout the semester, but the bulk of the work takes place over two weeks. Here are the steps:

Prior to assignment

- **Google Forms survey.** Before the semester even starts, we send out a Google Forms

survey to get to know all 120 students. Key questions are added to help us execute assignments. For this assignment, we look at the results for questions related to their majors, their dreams jobs, their heroes in their profession and their videography and video editing experience.

- **Hopes and Dreams Meetings.** In the first month, students use Blackboard to schedule 15-minute meetings with the professor to discuss hopes and dreams. The professor adds notes to the Google Forms results document based on this conversation.
- **Tagging Google Form.** We use the information from the survey and H&D meetings to place them in groups of four with at least one member knowing video. Then we quickly assign that team to a video subject who matches their hopes and dreams and major.
- **Prior knowledge.** They've heard, via a class Skype interview with National Geographic VP of Digital Media Susan Poulton, about how NatGeo uses social media to enhance content on its web, television and print products (i.e. How NatGeo went from 100,000 Facebook followers to 3.2 million in two years.). They're also interviewed, via class Skype, Pulitzer-winning investigative reporter Marjie Lundstrom about interviewing. They've also read chapters on digital media and broadcasting history and industry issues, as well as interacted in classroom lectures and discussion about recent trends.
- **Prior experience.** Students have produced narrative print pieces (reporting/writing experience) and worked in groups on niche magazines (collaborative experience).

During assignment

- **Modeling.** We explore models for the assignment, mainly Interview Project by David Lynch, a 2009 ONA winner. We watch the best videos to analyze questions asked, how videos were set up and how shots were framed (see appendix).
- **Instruction.** We lay out the assignment and have them, in their groups, watch Current TV's YouTube videos of This American Life's Ira Glass talking about the building blocks of video stories (see appendix).
- **Roles.** Based on their skill sets and interests, students choose their roles from reporter, videographer, producer and editor.
- **Interviews.** The reporter sets up the interview, prepares questions and gets everyone there. They must get a sense of their subjects' work lives, and get them to start telling stories. The focus is on the story, not on the technical fine points of video, but videographers, who are responsible for equipment, are encouraged to experiment with multiple cameras, microphones and such. But they may also build the entire video on their phones, if necessary.
- **Scripts.** After the reporter transcribes the interview, students meet to decide what's important and the editor prepares the script based on and formatted like examples pulled from Blackboard.
- **Video production.** Entire group meets to start the editing process, but the producer is

in charge of finishing it, with titles, and with the decision-making help of the editor. Then the producer posts the piece on the class YouTube channel with the appropriate headline and description.

After assignment:

- **Review in class.** We watch all 60- to 120-second videos in class. Groups share what they learned about their dream jobs from the experience. Class fills out critique cards on each video and the editor collects them to share with group. Based on voting on those cards, the top three groups receive extra points.
- **The Views Challenge.** Using digital tools, drive up the views of your video during the next week using strategies discussed in class. Each day, check the YouTube Analytics and Statistics of your YouTube videos and adjust strategies from there. The most viewed video earns more bonus points.
- **Winner shares secrets.** Invariably, the most-viewed video is not the class favorite, or even among the top five.

Rank	Video title	Views	Likes	Comments
1	10. The Power of the Anecdote	1,000	30	5
2	11. The Power of the Anecdote	970	14	4
3	12. The Power of the Anecdote	200	0	0
4	13. The Power of the Anecdote	200	0	0
5	14. The Power of the Anecdote	200	0	0
6	15. The Power of the Anecdote	100	0	0
7	16. The Power of the Anecdote	100	0	0
8	17. The Power of the Anecdote	100	0	0
9	18. The Power of the Anecdote	100	0	0
10	19. The Power of the Anecdote	100	0	0

Appendix

Teaching videos.

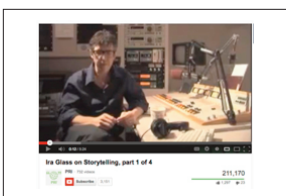


David Lynch's Interview Project.

<http://interviewproject.davidlynch.com/>

Lynch's web team travels the country doing interviews with random people with rich stories. In five minutes, the videos are examples of how to use two cameras to get wide, middle and tight shots that bring us into the video and out of it. This allows

instructors to avoid teaching fine points of broadcasting (shot framing, sequencing, music, etc.) in a 101 class because they'll get that somewhere else. But if they template their video to match Lynch's videos, from the intro to the end, they'll have solid pieces.



Current TV's Ira Glass building blocks for broadcasting.

<http://www.youtube.com/watch?v=loxJ3FtCJA>

Glass offers three simple points in Part 1 of this series that relate to Lynch's work: 1. The Power of the Anecdote and starting action. 2. You need bait/throw out questions and answer them. 3. Moment of reflection/what this means.

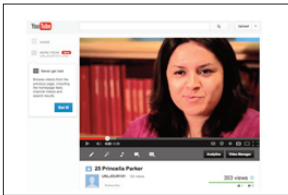
Sample student videos.



TV producer Caitlin Kern photo/link.

<https://www.youtube.com/watch?v=3sZKu08C2QM>

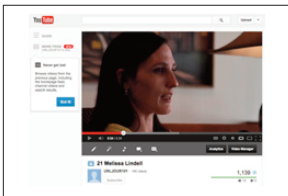
This video was chosen as a class favorite, because of its clean opening and combination of being both a storytelling piece and an information dump about the broadcasting industry. But Kern's story didn't do well in the views challenge.



Web documentarian Princella Parker photo/link

<https://www.youtube.com/watch?v=PhsTCy5BYZI>

This video was also chosen as a class favorite, for the artistic and technical quality of the piece, as well as its natural flow. But the piece didn't do well in the views challenge, finishing 10th.



TV senior producer Melissa Lindell photo/link

<https://www.youtube.com/watch?v=czVlx8y71Yo>

This video wasn't even in the top 10 among class favorites, but the video won the challenge with more than 2,000 views after a late surge. Students argued that their own large circles on Facebook, not Twitter, bumped up their numbers, and when they

asked Lindell to promote the video on her own Facebook and the TV station's Facebook, the video took off.

HONORABLE MENTION

"The New Bullying": 101-Day Book That Gave People What They Wanted, When They Needed It and in Formats They Would Pay For

Joe Grimm, Michigan State University

Abstract: For this specialized reporting class, students used keyword analysis to determine content for a multimedia website with photos, graphics and videos, including a 3x3 gallery of nine interviews. The project was driven by a law requiring school districts to have new bullying policies. Students pivoted web content into book form and, using extensible markup language (XML), published on Nook, Kindle, iPad, iPhone, Google Play and in paperback. In 101 days they: 1) Wrote a book on a timely issue, 2) Published across half a dozen platforms, 3) Had books up for sale, 4) Beat the state-mandated 6-month deadline. Students used a dozen technologies.

Teaching Activity

"The New Bullying" is a website and a book published quickly across print and digital platforms.

Our objectives were to:

- Create public service content during Michigan's 6-month window requiring all state school districts to review or reissue anti-bullying policies. The law had been signed and the clock started ticking on Dec. 6, 2011. The class first met on Jan. 9. Books were for sale on April 19.
- Measure audience interests about bullying by using the Market Samurai keyword analysis tool to see what people were searching for, what they were having trouble finding and filling the gap with reporting.
- Create an online multimedia project, including articles, photos, graphics, videos and a video wall of nine interviews with middle school students that would allow viewer interaction.
- Publish on every platform people use including paperback or ebooks on Nook, Kindle, iPhone, iPad or computer downloads. Extensible Markup Language means the book files will be compatible with future publishing platforms, too.
- Compete in the marketplace by offering the project for sale. We believe strongly that good journalism has a market value.

We wanted to have books out by the end of the 15-week semester so that school boards would have the material available while they were deliberating. We also wanted them in students' hands as they went out into the job market.

To get there, the class used several technologies:

- Web posting software and HTML
- Photoshop for editing
- iMovie for editing
- InDesign for a timeline and for the book's cover
- Extensible Markup Language (XML)
- Market Samurai with Excel for determining and analyzing keywords
- Collaborative software for organizing and sharing work

One of our challenges was pivoting the book from a website, produced chronologically and with category tags, to the more linear form of a book. We used keyword analysis to build landing pages inside the website that searches would lead to and used links off the landing pages to other pages within the site which dealt with those issues. For the book, we rearranged content into subject areas that followed the flow of a book.

To publish quickly and across all platforms, we did not bring videos into the book. We brought in the photos and the graphic. The videos stay on the website, of course.

Rationale

Our rationale was that if we could use technology to pinpoint reader interests, publish while bullying was hot and do it on every platform, then we could inform public policy AND make journalism pay. We knew we could make a multimedia website. Using keyword analysis to measure audience interest in advance was new for us. We published books because consumers do not like to pay for websites, but they do pay for books. We published on all platforms because readers increasingly buy digital books. We set an aggressive deadline so that the students' work could be part of policy discussions.

Outcomes

- "The New Bullying" has been covered or mentioned on radio shows and one radio network, local TV, national magazines, in newspapers and by the Associated Press. Our main interest is not in putting the word out about how we did the book, but how bullying has changed in the past 15 years.
- An intermediate school district purchased 100 copies for its "Bully-Free Schools" training day. A local hospital, the state department of civil rights and others are using the book.

- The publisher hired the student who knew the most about keyword analysis and XML tagging. He is still in school.
 - "Using lessons from "The New Bullying," the journalism school has launched a series of guides in cultural competence,
 - We printed or gave away 605 books (including Kindle, Nook and Apple) in 2012 and generated just over \$1,900 for the journalism school to fund further projects. Sales continue.
-

Appendix

The New Bullying (site links to the books): <http://news.jrn.msu.edu/bullying/>

A video gallery of nine interviews with middle-schoolers about bullying:

<http://news.jrn.msu.edu/bullying/2012/04/05/unis-middle-schoolers-share-their-thoughts-on-bullying/>

(That video gallery prompted some interesting comments.)

This post, about griefers (bullies in video games) generated some interesting comments from readers: <http://news.jrn.msu.edu/bullying/2012/02/15/video-game-griefers/>

Timeline graphic of anti-bullying legislation:

<http://news.jrn.msu.edu/bullying/?s=timeline&x=0&y=0>

The New Bullying Facebook page:

<https://www.facebook.com/TheNewBullying?sid=0.8151127682126588>

This is an online diary of how the class worked through the project:

<http://news.jrn.msu.edu/bullying/wp-admin/post.php?post=9&action=edit&message=1>

