

## **GREAT IDEAS FOR TEACHERS 2000**

**Association for Education in Journalism and Mass Communication  
Community College Journalism Association  
Small Programs Interest Group**

**August 12, 2000  
1-2:30 p.m.  
Phoenix, Arizona**

### **Moderator**

Edna R. Bautista, Ed.D., Tulsa Community College **1**  
*Multimedia Portfolio and Resume*  
*How to motivate and retain students through a creative final project*

### **Panelists**

Dennis Bautista, M.A., Washington State University **4**  
*The Classroom as Newsroom*  
*How to manage and discipline students by simulating the work environment*

E.J. Conzola, M.S., Utica College of Syracuse University **7**  
*Community-School Partnerships*  
*How to get students involved in community media projects*

John DeSanto, Ph.D., APR, University of Central Oklahoma **9**  
*"Jesse Ventura" Teaches Public Relations*  
*How to keep your students' attention while analyzing campaigns*  
*An Integrated Communication Approach for Election Success,*  
*or I Ain't Got Time to Bleed: A Case Study*

Zeny S. Panol, Ed.D., Southwest Texas State University **12**  
Annette Aw, Ph.D., Nanyang Technological University,  
*East Meets West*  
*How to infuse globalism in the mass media curriculum using the "buddy system"*

Helen Varner, Ed.D., Hawaii Pacific University **14**  
*Guest of Honor*  
*How to use guest speakers constructively*



# **GIFT 2000**

## **GREAT IDEAS FOR TEACHERS**

**Association for Education in Journalism and Mass Communication  
Community College Journalism Association  
Small Programs Interest Group**

the audience, such as the text or handouts, the better the presentation. Ensure that the equipment they need is available and handouts are duplicated and ready for dissemination.

- **Forecast the visit.** Announce the speaker before the visit so anticipation will build. Provide background information on the speaker during a previous session to establish their credibility and to save time on the day they visit. Ask students to prepare questions for the speaker, fill the answers in after the visit and then grade the questions as an assignment based on subject comprehension, level or challenge and depth of knowledge.
- **Follow up in class and with the speaker.** Refer to the visitor's comments during subsequent lectures and include test questions over their material. Send the

speaker a gift of logowear or an imprint with your note of appreciation. If they are well known in their field, you will want them to flaunt your school's emblem! Maintain the relationship not only because you may want to invite them back for a repeat performance but because strong community relations can have many happy returns.

**Impact**

The use of guest lecturers is not a new concept but it is often done without thorough consideration of the objectives of the visit or preparation of the speaker and class. The rewards can be an invigorating and exciting addition to course content, a dynamic or dramatic demonstration, added relevance or insight and a lot of fun! Speakers often develop materials specifically for the presentations at great cost, return to classes many times or become donors or adjunct faculty after positive experiences as guest lecturers.

Course	Speaker	Objective
Graphic Design	Printer	Update on trends in printing, publishing and color reproduction
Public Relations	Silver Anvil winner	Case study of the best PR campaign of the past year
PR Cases	Survivor of workplace violence	Post-trauma psychological effects and long-term effects on employee morale
Intercultural Communication	Native of another country	Symbolic communication—gestures, eating, dress, status indicators

Table 1. Speaker Resources and Ideas

# **Great Ideas For Teachers**

## **A Millennium Souvenir from Phoenix**

Take home free, practical souvenirs from this millennium panel! Attend "A G.I.F.T. from Phoenix," and get Great Ideas For Teachers—including workshopping, using guest lecturers, simulating the classroom as newsroom, thinking critically, infusing globalism and creating a multimedia resume/portfolio final project—just in time for the new academic year!

**GIFTS from**

Edna R. Bautista, Tulsa Community  
Dennis R. Bautista, Washington State  
E.J. Conzola, Utica  
John DeSanto, Central Oklahoma  
Zeny S. Panol, Southwest Texas State  
Annette Aw, Nanyang Technological  
Helen Varner, Hawaii Pacific

**Sponsors**

Community College Journalism Association  
Small Programs Interest Group

## The Multimedia Portfolio and Resume

### How to motivate and retain students through a creative final project

*Edna R. Bautista, Ed.D.  
Tulsa Community College*

*In this session, multimedia portfolios refer to print albums, audio cassettes, videotapes, diskettes and compact discs. Resumes are on print or electronic media.*

#### Introduction

In the new millennium, now more than ever students/graduates not only live in but also technologically compete for jobs in the information age. Preparing a multimedia portfolio and resume and presenting them to prospective employers can give students/graduates an innovative and impressive hiring edge over other job applicants. The portfolio-resume combination provides tangible evidence that students/graduates are skilled in using computers and multimedia, and shows that they are knowledgeable and creative in their field.

#### Rationale

Many employers nowadays want proof that students/graduates have learned the basic skills necessary for a job. School transcripts and ordinary resumes do not always provide them with that information so supplemental materials may be requested from the students/graduates. Much like how models and actors use photofolios for pre-auditions, photographers use photojournals

for portable displays, and broadcasters use demo tapes for performance samples, students/graduates can customize their own multimedia portfolios and resumes when job-hunting and during interviews.

#### Implementation

- The multimedia portfolio and resume combo can be adapted for several academic and career fields. It is not just discipline-specific, although it is geared more toward the creative arts than the sciences.
- It adds an *extraordinary* finale to an ordinary lecture course, giving students something to look forward to, hence, aiding in retention rates.
- It gives students an incentive to prepare and submit only their best work, instilling pride and enhancing their self-esteem that they can meet the challenges in the classroom and on the job.
- It is tangible evidence of students' work—a showcase of their creativity, talents, and knowledge. This allows students to apply what they have learned in the classroom for practical purposes.

## Guest of Honor

### How to use guest speakers constructively

*Helen Varner, Ed.D.  
Hawaii Pacific University*

#### Introduction

Guest lecturers can augment course content, demonstrate specific techniques or applications, add variety to the presentation and bring resources and support for your program. They also need planning and preparation to maximize their contribution.

#### Rationale

Experts can bring a high level of expertise in the field and examples of their work to demonstrate applications. Their visit to your classroom can also create a long-lasting relationship and lead to other forms of support for the university or your program. Students often see the relevance of course materials when a speaker brings "real world" glimpses into the classroom.

Visiting speakers can also educate the instructor and at insight into current trends or practices in the field or provide a depth of expertise the instructor may not have.

Finally, guest speakers can often argue a perspective not shared by the instructor, providing students with a more balanced view of a controversial issue.

#### Implementation

- **Consider the course objectives.** Are

there areas where a guest speaker could add insight or demonstrate applications? Could a current practitioner update information on trends or issues? Is there a specific area where an expert could add depth or provide examples that would help students comprehend difficult concepts?

- **Find an articulate expert.** Professional organizations often provide speakers with a great deal of presentation experience. If you have not heard the speaker make a presentation, ask other professionals for an evaluation of their ability. Monitor competitions and then tap the winners. Participate actively in your local professional organizations and you will develop a relationship with the leaders in the field.

- **Prepare the guest speaker well in advance.** Send her a copy of the textbook table of contents and the chapter of the text that refers to the speaker's topic. Include an analysis of the students in the class and a projection of their expectations. The more the speaker knows about the instructional objectives, the level of knowledge of the audience, the context of his/her presentation in the course and other resources available to

tional communication course presents the most suitable use of the buddy system.

- Buddies can help make globalism “come to life” in the classroom as the students don’t just go over figures and facts found in books. They relate with people who are products of that country’s culture and mass media. They discuss and provide a real framework that leads to a better understanding of the media reporting of each other’s countries. The semester’s multimedia portfolio becomes a living memento of a genuine international exchange and a bonding of cultures and mass media systems.
- Technology can be used in creative ways such as classroom computers connected to networks that enable students to communicate on a regular basis with their buddies and others around the world. Joint activities may be developed whereby classes in two or more countries collaborate using video teleconferencing to discuss global mass media issues.
- If bringing their buddies to class is impossible, students can make a class presentation by playing the role of their buddies. For example, students can wear the national costume, bring some foods to sample and share, provide general information about the country and talk about selected mass media issues.

### Impact

This GIFT idea was implemented in an advertising and public relations management course that used case studies as a means of analyzing issues confronting organizations, practitioners or the industry as a whole. Students were assigned this “buddy project” and asked to treat it as a case study. All students presented a case portfolio that included a 7-10 page, double-spaced report focusing on an advertising or public relations issue that they both gathered information on and analyzed. The report also contained an evaluation of the project by both buddies and background information about the foreign country (for example, basic statistics and historical information about the country), its media and the advertising or public relations industry. Portfolios were submitted complete with samples of press reports, print or broadcast ads, films, music, etc. A record (in the form of a “passport”) or log of communication between buddies was also included.

One of the significant impacts of this idea is the establishment of a globally-oriented classroom that enhances intercultural sensitivity and uses the latest technology in tapping into the growing body of knowledge related to the development of an international perspective.

- It encourages students to use various multimedia technology so that they know basic equipment-operating skills and are computer literate. To create the multimedia portfolios, students must know how to operate the equipment (computer graphics/desktop publishing, audio-dubbing, video editing, etc.). To write their resumes, students must know how to use simple software (Word, PowerPoint, etc.) or, at least, the program’s built-in templates for a professional look.

- It is a positive memento of students’ classroom experiences and a culmination of their education, which could be used as a college’s marketing tool.

- Although the multimedia portfolio and resume combination is innovative, some disadvantages may include possible equipment failure, program or software incompatibility, virus infections, time consumption, and over complexities.

### Impact

This GIFT idea has been implemented in an introductory mass communications course where students were assigned to create a final portfolio in a medium (print or electronic) of their career interest. All students were also required to submit a resume.

Photojournalism students created their own photojournals; advertising art students compiled their own print albums; and broadcasting students prepared audio or videotapes of their news programs. Resumes ranged from creatively desktop-published pieces in hard copy print formats to PowerPoint slideshows on portable diskettes.

Students used their multimedia portfolios and resumes when applying for internships or entry-level jobs in their chosen fields or when transferring to four-year colleges, and indicated that they felt more confident about their abilities.

Feedback from internship sponsors, employers, and school transfer representatives was overwhelmingly positive.




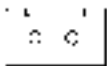

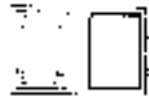
Mediums	Field	Useful Ideas
print albums 	photography, art, desktop publishing, theater writing	Display photos, sketches, and graphic designs, show model images for audition interviews, and include samples of writing
diskettes 	computer writing, math, sciences, general	Put resume on PowerPoint, and save program designs, illustrative formula calculations, clipart, and slide presentations
compact discs 	computer science, math, sciences, music, general	Same as above, also record sample course, and show video clips
audio cassettes 	broadcasting, speech, music, English	Include samples of commercials and news programs, dramatic and poetic readings, and create dicto tape of original recordings
videos 	broadcasting, speech, theater	Create dicto tape of commercials, news programs, and dramatic presentations
multimedia 	journalism/mass communications, drama	Combine ideas from all of the above in one package

Table 1. Portfolio Ideas

## East Meets West

### How to infuse globalism in the mass media curriculum using the "buddy system"

Zeny S. Panol, Ed.D., Southwest Texas State University

Annette Aw, Ph.D., Nanyang Technological University

#### Introduction

To do well in the global workplace, students, tomorrow's mass media professionals, must be equipped with a broad knowledge of the world. This will require and understanding of the history, culture, political systems, etc. of different societies.

To accomplish this, various instructional opportunities can be identified such as the Mass Communication Student-Foreign Student Buddy where students are immersed on the culture, economy, media, history, etc. of another nation. At the beginning of a mass media course, students are asked to choose a country and look for a student on campus or in other universities who come from that country. They will maintain a semester-long correspondence, where both learn from each other's cultures and media practices. A multimedia report is required at the end of the course.

#### Rationale

The importance of incorporating global perspectives in mass media education has long been accepted by both practitioners and academicians alike. However, most instructional approaches provide very impersonal, short-lived knowledge of foreign countries. The "buddy" project presents a more last-

ing, meaningful and fun way of learning and "living" albeit vicariously the culture and mass media environment of other nations. The friendships that are formed can provide a more personal gateway to the world, one that truly crosses the cultural divide.

#### Implementation

- The buddy approach can be used in other disciplines. Applicability depends on the parameters set for the project. For the mass communication field, emphasis can be given to the advertising, public relations, print or broadcast media and finding a foreign student buddy majoring in or having an interest in these sequences is preferred. Assistance from the university's or other campus' (including those overseas) International Student Services or International Programs offices is needed so prior arrangements can be made.

- This project is appropriate for smaller classes. Ideal class size is 15-25. Most mass communication courses have a chapter devoted to international advertising, public relations, broadcasting, etc. This can be used as a special assignment. An interna-



Jesse Ventura, portrayed by John DeSanto, teaches students how an integrated communication approach relates to election success.

## The Classroom as Newsroom

### How to manage and discipline students by simulating the work environment

*Dennis R. Bautista, M.A.  
Washington State University*

#### Introduction

Simulating your classroom as a newsroom is a unique and creative teaching approach that allows students to get practical "on-the-job" type training yet be monitored for learning progress in a school setting.

#### Rationale

The classroom as newsroom teaching idea helps students develop self-discipline and experience a similar media organization's environment. It also helps the instructor keep organized, objective and effective. Simply transform your syllabus into an employee handbook; roll and grade sheets into time cards; classmates into colleagues; homework into press releases; and progress reports into paychecks.

#### Implementation

- **Transform your syllabus into an employee handbook.** Even though you may have thoroughly explained your syllabus at the start of the semester, some students tend to forget its importance. To teach them responsibility for their own work, and to assist you in case students challenge their final grades before your dean or department chair, have students sign a "contract" that

they have read and understood their responsibilities and the class policies and grading system. You can also refer to the syllabus/employee handbook when they have questions about your class policies, assignments and course schedules.

- **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.

- **"Transform" classmates into colleagues.** If you're an instructor who has difficulty remembering all of your students' names and faces, you probably have used nametags or have assigned them seats in alphabetical order. Try using nameplates instead, with the student's name, fictitious title (such as president, CEO or managing editor), company name (such as John Doe's Cable Broadcasting System or Jane Smith's Rock Recording Studios) and logo on a stu-

dent-created desk tent. In class, students refer to each other as colleagues instead of as classmates, which fosters an atmosphere of respect, cooperation and teamwork—all of which are desirable characteristics in the real world of work.

- **Transform homework assignments into press releases.** Sloppy handwriting and messy papers are not presentable homework; it shows lack of preparation and care on the student's part. Ask your students these questions: What image do you want to create about your (fictitious) company? What impression do you want to leave on your clients/audience? How would you submit a resume to your prospective employer? Require professional quality work from your students and ask them to submit their homework assignments in press release format. This is good practice for them to write in media standards. A note on grading: If you expect your students to work hard on their homework and turn it in by the due dates/deadlines, then they have the right to expect you to work hard on grading their assignments and returning them in a timely manner.

- **Transform progress reports into paychecks.** Students wishing to know how they are doing gradewise in your class or how many tardies/absences they have accumulated so far during the semester often request

immediate calculation from your record-keeping. Instead of issuing regular, impersonal progress reports, give them the information they want about themselves through paychecks that tally the amount of points they have earned so far. Students will earn different amounts each, but they do look forward to receiving their hard-earned paychecks at the end of each period (whether it is monthly or just during the midterm and final). In some paychecks that are issued, you may want to subtract penalty points for tardies, absences and late assignments. Remind your students that, in the real world, if you don't come to work and/or do the work, you don't get paid. This same principle applies in class. See the example on the next page.

#### Impact

This GIFT idea has been implemented in a university desktop publishing class where students were assigned to create media pieces from their own "company." At the beginning of the semester, the instructor distributed the syllabus/employee handbook. Students/employees also designed business cards to attach to every assignment/job. They were periodically "paid" with points in the form of the paychecks earned. Students not only learned about desktop publishing basics and creativity but also about the realities in a work environment.

- Give examples from videos, books and various overheads which show Jesse on the covers of magazines and newspapers worldwide.

- Dress like Jesse Ventura (it definitely keeps students' attention and sets the mood for learning about the integrated communication approach for election success)!

#### Impact

This GIFT has been presented to public relations classes at Tulsa Community College, the University of Central Oklahoma and Oklahoma State University with very positive results and feedback about a winning political campaign which really reached the voters (the highest turnout in the United States during a mid-year election).

The impact of this lesson is that you can keep your students' attention while analyzing campaigns.

## “Jesse Ventura” Teaches Public Relations

### How to keep your students’ attention while analyzing campaigns

*John DeSanto, Ph.D., APR*  
*University of Central Oklahoma*

*This GIFT is also known as “An Integrated Communication Approach for Election Success, or I Ain’t Got Time to Bleed: A Case Study” or “A Successful Integrated Marketing Campaign, or How Jesse Ventura Got Elected Governor of My Native State of Minnesota”.*

#### Introduction

Integrated marketing had not really been used in political campaigns in the past. Typically, political advertising and direct mail are the mainstays of today’s political campaign efforts, which involve a great deal of wasted time, money and effort. Instead, why not borrow a page or two from the current industry direction which uses marketing communications/integrated marketing methods as Jesse did--and teach public relations creatively?

#### Rationale

The purpose of this lesson/GIFT is to demonstrate to students how integrated marketing can properly use public relations, marketing, advertising and direct marketing to develop a winning political campaign.

#### Implementation

- Use the case study approach and describe the way each of the strengths of public relations, marketing, direct marketing and advertising are used.
- Provide students with a background with the Ventura Case Study.
- Show Ventura videos, including a DVD of WWF wrestling which Jesse recently refereed, and taped examples of constant coverage on talk shows.
- Discuss the importance and key use of the Internet.
- Analyze state, national and international coverage (and more as I write this) and the results and use of this new integrated communication strategy by other politicians today.

#### Example

“Pay day” is a very special day for most (passing) students! They anxiously and/or eagerly await what points and grades they have earned. Some students become very competitive as they try to “keep up with the Joneses” (self-improvement and motivation). Below is an example of a paycheck used in class.

**JESSE VENTURA**  
 JOUR 431: Advanced Editing  
 Washington State University

JOUR 431

PAY TO THE ORDER OF \_\_\_\_\_

GRADE TO DATE \_\_\_\_\_

☐ Missing Assignments \_\_\_\_\_

☐ Overused Absences: \_\_\_\_\_

12312 5000 921 01 10000 2000



## Community-School Partnerships

### How to get students involved in community media projects

*E. J. Conzola, M.S.*

*Utica College of Syracuse University*

#### Introduction

Students often perceive a significant difference between the classroom and the “real world.” This perception persists despite our best efforts to make our classroom as close to the work-a-day world as possible.

Placing the students in a real world work environment while maintaining a structured classroom setting gives the students the hands-on experience they desire and need while ensuring they receive the instruction necessary to successfully complete their assignments.

#### Rationale

By bringing the real world into the classroom, students get a true feel for the demands and pressures of a newsroom but in a setting that is far more instruction-driven (and controlled) than traditional internships.

This GIFT also enables the students to produce bylined copy that has appeared in general circulation publications, giving them the evidence of ability that prospective employers are looking for.

#### Implementation

- This GIFT was implemented earlier this year in a sportswriting class. Students par-

ticipated in several real world assignments, including coverage of the 2000 Winter Goodwill Games in Lake Placid for the newspaper in that community. Students worked alongside professionals from throughout the world, covering sporting events and other news (both sports-related and general).

- After the assignments were completed, students were enthusiastic about their work, yet were able to critically evaluate what they had produced when compared with that of other journalists. They also learned the need to be able to deal with the unexpected in ways that no other sort of experience could provide.
- The students received feedback not only from their teacher but also from those professionals with whom they were working. That feedback, while not uncritical, was overwhelmingly positive and included several job offers.
- This GIFT is admittedly a great deal of work for the teacher, but the rewards include the knowledge that you have provided students with an experience that will remain

with them for the rest of their lives.

#### Impact

This GIFT has several kinds of impact, including the following:

- The type of teaching brings the real world into the classroom and gives students the practical, hands-on experience they desire (and need) while allowing the teacher to provide the instruction necessary to not only give students the skills they need to be successful but to provide context and meaning for what they are seeing as well.
- It creates an alternative to the traditional lecture/lab teaching environment, raising student interest and participation.
- The novelty of the assignments creates great excitement among students, while the

knowledge that their work will be seen by “real people” encourages them to produce their best efforts.

- The assignments result in tangible evidence of students work and allow them to compare their efforts to what is being produced in the field today.
- The work done tends to reinforce classroom lessons regarding the need for preparation, research and ability to adjust to a rapidly changing situation.
- Publication of their work instills pride in the students and enhances their self esteem by demonstrating to them that they can meet the challenges in the classroom and on the job.