

spig news

Spring 2016: *The official newsletter of the AEJMC Small Programs Interest Group*



A CHILL ON THE MOUNT

Controversy in Maryland raises familiar press issues on private, state campuses

By Michael A. Longinow
Biola University

Fear. It's the big gorilla in the room of any campus newspaper that has felt threatened because of how it approaches news, opinion, even photos or cartoons. The fear usually comes from threats – veiled or blatant – about repercussions on the publication or on those who put it together. It's the Pentagon Papers, it's Charlie Hebdo, and it's the newspaper on your campus – maybe one you serve as adviser. Maybe you've felt the chill.

Early this semester, that chill hit Mount St. Mary's University student newspaper staff, their adviser, a tenured faculty member, and

commentary

a provost in ways that have made national news.

Within a week of their being fired, the university president reinstated them. But the furor continued, and on Feb. 29 the president himself was forced to resign. What that means going forward is not clear. But the fear and the murkiness are not new.

Most media faculty include at least one lecture or class exercise on the fact that freedom of the press in this country rests on just four words in the Bill of Rights – words whose meaning has been debated by federal courts over many generations.

And the application of First Amendment freedom of the press to campus journalists has been

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Pam Parry

head notes

There's nothing small about SPIG

By Pam Parry
Eastern Kentucky University

As a person who achieved her full height in the fifth grade, I have always embraced the notion that great things come in small packages.

Consider Pistol Pete Maravich or quarterback Doug Flutie – both viewed as too small to be professional athletes in their respective sports. They not only joined the NBA and NFL, respectively, but they dominated at their positions.

They were small in stature but big in impact ... just like us.

That's how I see the Small Programs Interest Group within AEJMC.

I joined SPIG 15 years ago because I was working in a small program at Belmont University, and I wanted to find a niche within AEJMC. Instead, I found a home.

A home with a group of like-minded academicians who value teaching above all else because we work in small programs at our

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SPIG online: aejmc.us/spig/

SPIG's TJMC journal: aejmc.us/spig/journal/

commentary

College controversy hit home

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uneven, at best. Is the newsroom whose lights, water and door locks are supplied by a university entitled to the same rights afforded the city newspaper across town, whose bills are paid by advertisers?

Or, if the “Who’s paying for this?” argument seems thin, how about the “You can’t run that!” scenario? Prior review – or prior replacement – is what this is really all about. And it touches on academic freedom (another debated concept.)

In 2005, in *Hosty vs. Carter*, the Seventh Circuit Court of Appeals ruled that university administrators are entitled to prior review privileges over any student media they consider a threat to the interests of the institution. While limited in its scope, in principle it was an affirmation and enlargement of principles in *Hazelwood v. Kuhlmeier*, a 1988 U.S. Supreme Court ruling that allowed restrictions on the student press in high schools.

The year *Hosty v. Carter* was handed down, a media adviser at Mount St. Mary’s was feeling heat from administrators about decisions his campus media advisees had made in covering the university president’s weight-loss techniques. Adviser William Lawbaugh had been feeling pressure for three years as the institution worked on ways to control

how editorial decisions got vetted by a student-faculty committee. But that Mount St. Mary’s controversy never made the splash this one did – same school, different deal.

And that’s where all this gets sticky, and interesting.

Media advisers get fired a lot – more than we probably know. Faculty who teach journalism get the word from above – also more than we know – that they should curtail how their students pursue certain investigations.

College Media Advisers, a national organization that trains student journalists and their advisers and advocates for their rights, has publicly lamented the removal of advisers in Michigan, Iowa, Wisconsin, Connecticut. . . . So what made this Mount St. Mary’s situation move so fast?

It would appear the difference was targeted attention of faculty nationwide via social media and the targeted inquiry of national news media into a controversy that hit home with academics of all kinds, at every level.

What led to scrutiny of the Mount’s president firing faculty was only partly the *Mountain Echo’s* coverage of the president’s comments about drowning bunnies and using a Glock on their furry heads. It was his removal of tenured faculty and a former



Michael A. Longinow

board member (the media adviser had served in that role) for disloyalty.

The president’s intentions were good. He said so in a *Washington Post* op-ed during the hottest moments of the recent flurry. He was talking about student retention and student

success. All colleges and universities are under federal scrutiny over academic achievement and proof of it. Retention is one measure.

But how this president phrased his initiatives, and how he reacted to those who publicly disagreed, was what set him up for big problems.

The question arises as to whether what happened at Mount St. Mary’s could happen at a state university. The answer is yes and no. The turmoil at this second-oldest Roman Catholic university in the United States is unique. It’s rooted in how it defines its mission (or ethos) as a faith-based institution. Wheaton College, in Illinois, faced similar scrutiny recently over a faculty member advocating for the faith experience of Muslims.

But debate over institutional ethos can happen at any institution, faith-based or not. The University of Missouri controversy is a recent example.

And freedom of campus media inquiry is a concept that matters even if court opinions differ as to how that freedom should work on public and private campuses.

“Change is hard,” a phrase used frequently at Mount St. Mary’s since the coming of its current president, is accurate. And the change that happens at every college or university is getting more

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What led to scrutiny of the Mount’s president firing faculty was only partly the *Mountain Echo’s* coverage of the president’s comments about drowning bunnies and using a Glock on their furry heads.

head notes

SPIG provides gigantic value

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respective institutions. We teach, serve and engage in scholarship, so that we might better influence our students.

Our students are more than numbers, and SPIG members do everything they can to teach them, model professionalism and introduce them to scholarship.

With more than 100 members, SPIG is numerically smaller than an AEJMC division that has 300 members, but we provide gigantic value in at least three ways.

First, the listserv adds tremendous impact to those who participate. We provide resources in the form of syllabi, ideas, questions, answers, encouragement and shared experience. If someone is teaching a class for the first time or revamping an older class to adjust to the dynamic media world, we provide insights and suggestions that alone are worth the

“We are more than colleagues; we are friends.”

price of membership.

Second, the programming we provide every year at AEJMC’s annual convention is exceptional. (If you want to know more about this year’s program in Minneapolis, see Page 1 for the story.) I have been privileged to conduct our CHIP auction for the last two years, and I can tell you that we are highly sought after by other organizations. SPIG members suggest such innovative and significant panel proposals that we completed our CHIP auction this year (co-sponsoring six panels) within 24 hours of placing our proposals on the auction website.

That’s pretty unusual, and it is a testament to our reputation within AEJMC. We are perceived not as

small but as mighty.

Third, the collegiality of SPIG is so important to all of us. Some of my greatest professional colleagues are members of this organization. We reach out and support one another. Some of my AEJMC colleagues are surprised when I tell them that after our typical Friday evening business session at the convention that we go out for dinner and drinks, simply to spend more time together.

We are more than colleagues; we are friends.

I cannot remember for sure, but it is my memory that AEJMC and SPIG were the first two professional membership organizations that I joined as an academic. I want to thank each of you for making SPIG so special – the organization is nothing without you.

And what I have learned after 15 years: There’s simply nothing small about SPIG!

At least 3 lessons plain to see

MOUNT: Continued from page 2

frantic as the population drops among available teens for traditional college entrance, and as costs of doing the work of education continue to rise.

Part of the issue is money. And journalists who get in the way of money-makers do so with a target on their chests (or backs.) That risk is real – and not new – whether the journalist works at *The New York Times*, CBS News, in a newsroom at a faith-based school, or in one paid for by taxpayers. Faculty whose loyalty comes into question in tough times at a college or uni-

versity can also face risk. That’s not a new risk either.

But the instructive points in the Mount St. Mary’s story are several.

■ First, we’re not as alone as we think we are. Connections across institutions nationwide are important. Did faculty at the Mount ask for help from colleagues? Maybe. The point is they got it in this case, and it appears to have been influential.

■ Another point is that campus media are still the darlings of at least some national media leaders (many of whom felt the chill when they were in campus newsrooms). Get their attention and sometimes

the coverage they provide will stop the steamroller before it hits the door. But doing it early seems crucial.

■ Finally, circumstances are everything. The president at Mount St. Mary’s didn’t have to rescind his firing decision or resign. But the combination of national media attention, scrutiny by academics across the country (including the American Association of University Professors), and the fact that the president had, in fact, said something fairly stupid seemed to win the day for some people who felt the chill not long ago.

But that was this time.

teacher of the year

Teacher of Year nominees due

By Liz Atwood
Hood College

SPIG is seeking applications for the Ginger Rudeseal Carter Miller Teacher of the Year.

The award, named for a former SPIG president and long-time group proponent, honors a SPIG member who demonstrates excellence in teaching and advising.

The deadline for submissions is March 15 and those interested can be nominated or can apply. Only members of SPIG are eligible, but the current the SPIG head, vice head and past winners are not eligible.

Applicants should submit the

following materials:

1. One letter of recommendation from a former student with the names, email addresses and phone numbers of two other possible former student references.

2. One letter of recommendation from a colleague or former colleague with the names, email addresses and phone numbers of two other possible references.

3. Evidence of teaching and advising excellence. These must include:

- A 500-word statement of your teaching philosophy;

- Two course syllabi;

- Two examples of an assign-

ment, project, test, exercise, etc. (two total, not each);

- Two formal teaching evaluations by students (i.e. summaries of two classes), as professionally administered by the applicant's institution under conditions of student anonymity, and

- A curriculum vitae (no more than eight pages).

These nomination packets must be emailed to Teaching Committee Co-chair Liz Atwood at atwood@hood.edu.

The winner will be announced in August at the SPIG business meeting at the annual AEJMC convention in Minneapolis.

call for aejmc papers

SPIG invites pedagogy studies

SPIG invites submission of original, non-published research papers that focus on the relationship between teaching and research, to be considered for presentation at the AEJMC Conference, Aug. 4-7 in Minneapolis.

Members of all divisions and interest groups are invited to contribute research papers – using any methodology, whether quantitative or qualitative – that focus on telling a story across many platforms (convergence) in journalism and mass communication.

We encourage authors to submit studies on pedagogy approaches and the effects on students and faculty inside and outside of the classroom. Members of this division are particularly interested in smaller, teacher-oriented programs.

See the AEJMC General Paper Call for instructions to upload to All-Academic Site.

The paper must be uploaded no later than 11:59 p.m. (CDT) April 1. The competition is open to faculty and to graduate students; no separate student competition is held.

The paper must be formatted in Microsoft Word or PDF. PDF format is strongly encouraged.

Authors must completely fill out the online submission form.

The title must be on the first page of the manuscript and on the running heads on every page. However, do not include author's name or affiliation within the running heads or title page or any pop-up options that may be contained in PDF submissions. Follow instructions on how to submit a clean paper for blind reviewing.

SPIG requests a paper length of no more than 25 pages excluding references. The document must be double-spaced and typed in 11-point Arial or Times Roman

font and follow APA style guidelines. Researchers must also upload an abstract of no more than 75 words. Authors must heed the AEJMC General Paper Regulations and Deadlines.

Papers are accepted for peer review with the understanding that they are not under review (or being submitted during the AEJMC review period) to a second division or interest group or to a journal or other publication. Papers submitted to the 2016 conference should not have been presented to another conference, nor should they have been published or be in the publication process before the 2016 conference.

For more information, contact the SPIG Research Co-Chairs:

- John Jenks, Dominican University jjenks@dom.edu

- Jackie S. Incollingo, Rider University jincollingo@rider.edu

great ideas for teachers

GIFT contest is one of SPIG's annual gifts to all of AEJMC

By Kay Colley
Texas Wesleyan

The Small Programs Interest Group will once again be partnering with the Community College Journalism Association to present the GIFT contest. Great Ideas for Teachers is a refereed poster presentation of the best teaching ideas and techniques from all AEJMC members.

"I am so happy that we are co-sponsoring GIFT again, because it is integral to who we are as an interest group," said SPIG Head Pam Parry. "SPIG began more than 20 years ago as an organization that wanted to highlight teaching within a larger organization that emphasizes research. GIFT is just one way that we can ensure teaching is central to what we do."

The contest is open to any AEJMC member. A panel of judges will narrow submissions to the top 25 for presentation at the 2016 Annual AEJMC Conference in Minneapolis. This year's GIFT presentation will take place on

Aug. 4 from 10 a.m. to 11:30 a.m. A winner will be announced at the end of the presentation. The winner or winning group will receive \$100 and a plaque.

"Since its inception, GIFT has showcased stellar individuals and their most innovative teaching ideas. Through CCJA's strong partnership with SPIG, we are able to continue to host GIFT as part of the AEJMC national convention," said Toni Albertson, President of CCJA.

You will find the GIFT submission form at: <https://nicolekraftosu.files.wordpress.com/2016/02/gift-form.pdf>.

Download the form, fill out all sections, and return as a Word attachment to GIFT coordinator Nicole Kraft at kraft.42@osu.edu.

The entry deadline for GIFT submissions is April 17.

Winners will be selected based on originality of idea, innovativeness, creativity and practicality. Submissions will be acknowledged but will not be returned.

GIFT finalists will be notified

in mid-May, and a list of finalists will be submitted to AEJMC for the program on May 13. A proceedings (official summary) of the Top 25 finalists will be published and distributed to the winners. Additional copies will be available for purchase at the GIFT presentation.

The panel will choose the GIFT winner by the end of May. The announcement of the winner will be made at the poster presentation, which will also include door prizes.

In the past, several SPIG members have received the top prize, and many have been named in the top 25 during the 15-year history of GIFT. To see some of the previous winners, go to: <https://aejmc-gift.wordpress.com/>

This year, Mary Jean Land, maryjean.land@gcsu.edu, and Kay Colley, kcolley@txwes.edu, will serve as GIFT Liaisons for SPIG.

Dust off your great idea for teaching and enter in the GIFT contest before the April 17 deadline. You just may join the winners circle.

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learning in action



Tom Moore/York College, CUNY

Journalism students work on their newscasts in the YCRadio.org studios at York College in Jamaica, Queens, part of The City University of New York. York College Radio was founded in 1976 and recently converted to a web radio station.

Studio is ultimate student test

By Tom Moore
York College, CUNY

The radio station manager is checking his sound board, then a moment later he's looking at you from behind the glass and now, he's pointing at you. You're on the air.

A little later in the semester, your classmate behind the camera holds up her hand, palm out, all five fingers apart, saying, "Five, four, three, two" ... and with a flick of the wrist, now she's pointing at you. You're on!

With their two- or three-minute radio newscasts in hand, students at York College CUNY head down to the YCRadio.org studio to do the news. They're using stories they've reported, written and edited in our Introduction to Broadcast News class. They know their scripts are more than "homework." Now that they're in the studio, they know this is a lot more than a college class. They're on the radio, reporting, anchoring and producing the news, live.

Being in York CUNY's Introduction to Writing Broadcast News class means they're part of the college's radio and TV news team. Yes, they can now put that on their résumés!

Here's how we do it. We take the scripts students write each week and edit them as a class on our smart classroom's big screen. Then

the real world enters. If it's a TV week, students head to the studio, load their stories into the TV studio's teleprompter, checking lighting and microphones as they get ready to anchor the York TV News.

They usually read the news in pairs, doing lots of straight-to-camera "readers," sometimes carefully crafting a "voiceover" and "sound bite" package, as part of the newscast, with lower-third and over-the-shoulder graphics when possible. The emphasis, as you might be able to sense by now, is on the news writing.

Yes, read that script out loud. There's no better way to see if your copy is written smoothly. Therefore, the studio is the ultimate test.

In radio, almost every week,

See **STUDIO** on page 7

learning in action

CUNY students are on the air

STUDIO: *Continued from page 6*

three students, two news readers and an editor are rehearsing their edited scripts in front of the class, fine tuning their delivery, making last minute changes before heading to the radio studio.

Add it all up and they're learning the essentials of broadcast news, conversational writing and broadcast producing, with real-world experience in front of cameras, microphones and an audience.

One of our goals each week is to make sure our reporting not only goes out on the campus outlets, but also online. We send links to the radio newscasts and TV news pieces to the campus newspaper website so it can carry the audio and video reporting done in class.

This is all a work in progress.

We try to get more people to visit the YCRadio.org website and the college paper "Pandora's Box" website, YorkPBnews.net. We're also stressing how important it is to get the word out about our latest stories, using Twitter, Facebook and other social media.

In our small program, we have almost zero hardware to produce the news. Other than a cabinet stocked with a few dozen aging Mac laptops, we in the English Department's Journalism Program at York CUNY rely on the TV studio managed by the Performing and Fine Arts Department's Communication Technology Program. It's true collegiality and interdisciplinary teaching: two different departments working together. It comes in very handy when a few Communication Technology majors help Journalism majors by

speeding up the shooting and editing of our video as well as managing the studio.

The TV studio is available to the entire college to use, but it is often booked. Our goal in the York CUNY Journalism Program is eventually to build a news bureau of our own, outfitted with all of the tools needed to produce all forms of digital news stories, complete with print, photos, video, audio, graphics and more.

This intro-level broadcast training leads to the advanced broadcast news class we offer. It's a production course. Students spend the term researching, planning, reporting, interviewing, writing and editing their radio and TV news pieces. Each report runs around three minutes in length, more or less. The emphasis is on planning the story, from preliminary stages all the way through to the finished package. It's all about documenting the work being done by reviewing scripts at each step along the way.

Our working visits to the studio always remind me of the adrenaline rush of my years at NBC News, the "PBS NewsHour," Bloomberg Radio & TV and the CBS News Radio Network. In fact, I'm still at CBS News part-time.

There's no way to teach actual news production – the work ethic needed, the focus and organizational skills required to make it all work – without going on the air. You have to get into the studio and produce. And real on-air work beats the heck out of memorizing important stuff like facts about Edward R. Murrow, definitions of wraps, voicers, v/o shots and broadcast writing rules like attribution first.

Why aren't you in the studio right now? Go ahead. Get your classes ready.



Tom Moore/York College, CUNY

Journalism majors at York interested in broadcast news can take both intro level and advanced classes.

global perspective

Urbino in my rearview mirror

By Sonya DiPalma
UNC Asheville

Last June I embarked on a month-long research/teaching fellowship as part of a multimedia-intensive study abroad program organized by the Institute for Education in International Media (ieiMedia).

Headquartered in Urbino, Italy, this multimedia-intensive course combined hands-on reporting techniques using video, photography and text as students cultivated local stories within the Urbino-Pesaro region.

Students and the research/teaching fellows had the opportunity to work with Pulitzer Prize-winning journalists, a Nieman Fellow, a national photographer, and magazine editors in addition to mass communication professionals who transitioned into academia later in their careers.

This research/teaching fellowship allowed an inside view on how students across the United States view journalism and why they chose a study abroad intensive course in journalism.

Several of the students agreed to talk with me over a cappuccino or two. Here's a smattering of what I learned.

A few findings

Hands-down, students like a journalism-intensive study abroad experience for the following reasons: the opportunity to



Sonya DiPalma/University of North Carolina at Asheville

The University of Urbino's International Dormitory is within the walled city, providing easy access to the Ducal Palace and Piazza della Repubblica. Here, my room for the month-long fellowship.

work with Pulitzer Prize-winning journalists, and the belief that the experience of reporting in a foreign country might provide a better chance of landing a job.

While the ieiMedia program promised students the opportunity to tell stories using interactive elements, the take-away for students was more intrinsic.

Students valued the experience of the faculty and the willingness of the interpreters to help with interviews, but they most cited deadlines, learning to be tenacious in their reporting, time management and the ability to work in teams as the major benefits of their experience.

By the end of the course most reported an eagerness to work in

mass communication, while a few discovered a reporter's life didn't match up with their career expectations.

I really wanted to learn their thoughts about the profession, particularly if they regarded journalism as inherently biased, curiosity about social media, and their anticipated career

trajectory.

Regarding bias in the media, one student noted, "It's more so about the reputation of the source." From another student, "If they are only positive about certain topics all the time, then it's more PR than journalism."

As for social media, students were curious about understanding the influence of social media on journalism and how to better get a message across in a few characters.

Noting that everything is digital and printed newspapers are "cute," the overlap between reporting, videography and photography has many perplexed on their career trajectory with most

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global perspective

Lessons shared with cappuccino

URBINO: Continued from page 8

acknowledging they need to know how to do all three.

A few observations

This fellowship provided me with tremendous insight to the point of being more of an ethnography on student learning.

So what helps with student learning? Mentor groups.

Students were assigned a primary and a secondary mentor in small groups of about four to six students each. The groups met daily to discuss challenges, provide feedback to other students, and to receive feedback from their mentors.

Students liked this concept, and although not implicit, the function of the mentor groups simulated professional meetings held within newsrooms and public relations offices.

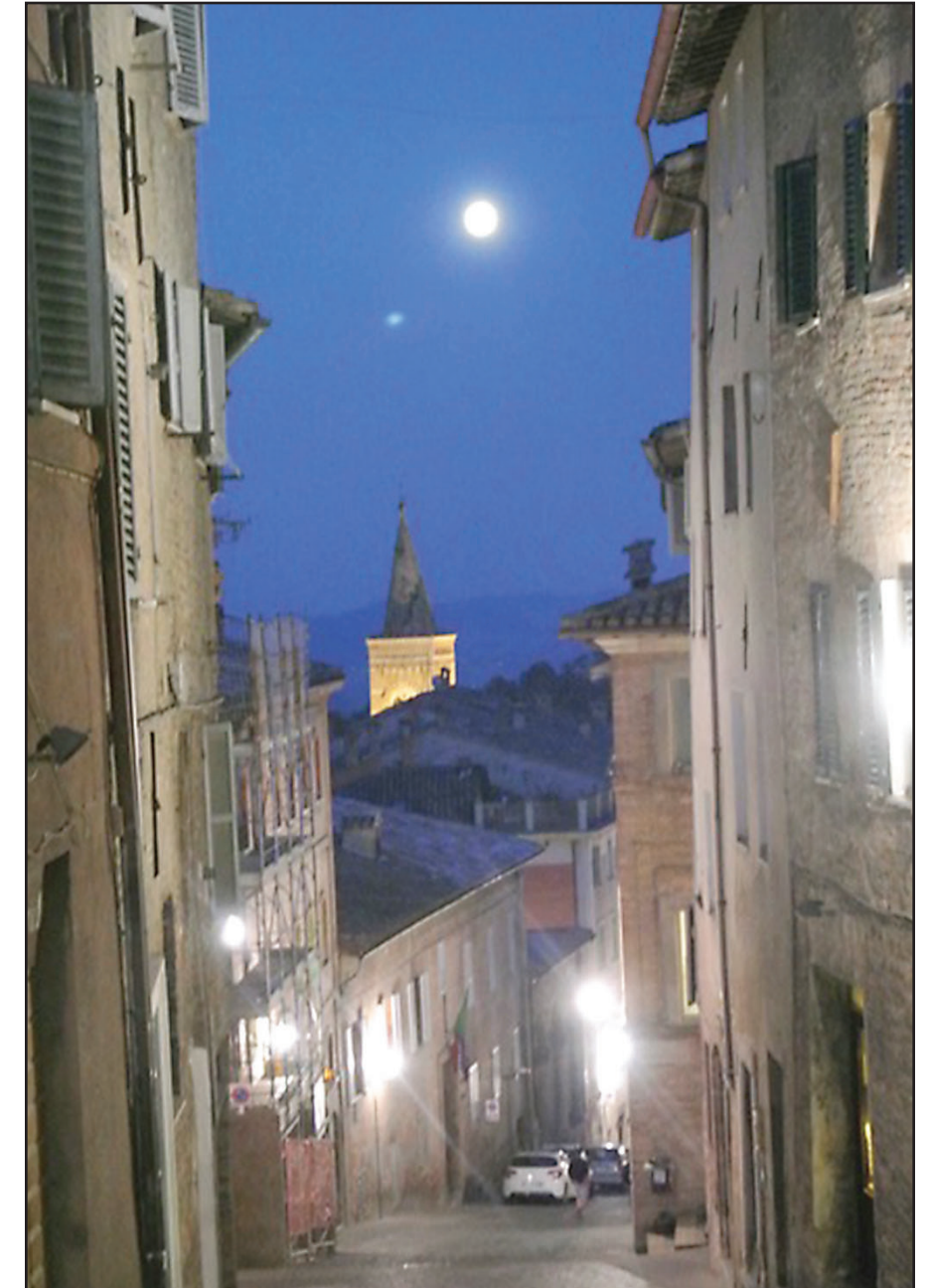
Next, recognition matters. Multimedia packages were judged by the program faculty and the best packages received a token award, and with it tremendous respect within the group.

Once home, I began strategizing how to implement all that I had learned and quickly realized that one professor can't begin to cover all the bases supplemented by a 10-member study abroad team.

However, one theme consistently resonated throughout the program.

Whether it's reporting, strategic communication or media production, everyone needs to be a good storyteller, and the secret to becoming a good storytelling is to generate content on a daily basis.

How do professors accomplish this? By taking students off campus for photography shoots, practicing interviewing skills, and requiring



Sonya DiPalma/University of North Carolina at Asheville

The steep, cobble streets of Urbino, Italy, provided spectacular views. Here, via Raffaello helps frame the clock tower against a night sky free from light pollution. Urbino is the birthplace of the painter Raphael, whose family home is on this street.

assignments with tight deadlines.

Lastly, and perhaps most importantly, remember that most of us are legacy journalists and students like what we have to offer them.

So continue to embrace the skills of legacy journalism, while remembering that many students will regard print newspapers as "cute."

conference schedule

SPIG members should leave Minnesota with new resources

Compiled by Doug Mendenhall
Abilene Christian University

Equipping the small journalism and mass communication program with better resources to succeed while its faculty members equip their students to use tomorrow's tools – those themes will infuse many of the programs sponsored by the Small Programs Interest Group at AEJMC's Aug. 3-7 meeting in Minneapolis.

Sessions on burnout, research and publicity will help shore up small-program faculty, while sessions on technology applications and community-sourced photojournalism are among those that will focus on new tools for the emerging journalist.

Following is a tentative schedule of times and topics. Panelists will be announced in the next edition of the SPIG newsletter.

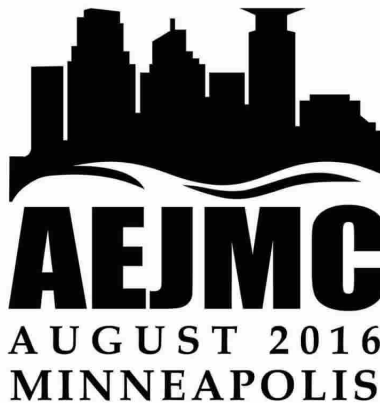
Wednesday, Aug. 3
(Pre-conference workshop, 1-5 p.m.)

Part 1: The Superhero Syndrome: Pedagogical Techniques for Preventing Burnout. Moderated by Pam Parry, Eastern Kentucky University.

Recognizing that expectations are raised but the hourglass runs at the same speed it always has, this panel will focus on various pedagogical techniques for staving off burnout or health problems associated with being Superman or Superwoman in higher education, particularly in small programs.

Part 2: Helping Undergrads Get Their Hands Dirty as Researchers. Moderated by Doug Mendenhall, Abilene Christian University.

With ingenuity and a little planning, overtasked SPIG faculty are finding ways to at least give their undergraduate students a taste of how professional and/or academic research is conducted. This can be a win-win for faculty and students.



This panel will offer a practical sampling of how to get started with research in fields for which students already have a demonstrated interest. Maybe they'll even get it published.

Part 3: Much Ado About Something: Getting Your Small Program Noticed. Moderated by Jim Simon, New York Institute of Technology.

This panel will look at marketing strategies that can bring students, potential colleagues and grant money for research and development. It will include suggestions for enlisting marketing and admissions departments as allies, and how to reach out to faculty members in other departments to help build your own.

Thursday, Aug. 4

10-11:30 a.m. Great Ideas for Teachers (GIFT). Moderated by Lori Dann, Eastfield, with CCJA as lead co-sponsor.

This program, in its 17th year, recognizes excellent standards in teaching journalism and mass communication courses and provides colleagues with fresh ideas for creating or updating their lessons.

11:45 a.m.-1:15 p.m. Slow Journalism and Why It Matters in an Age of Instant Information. Moderated by Michael Longinow, Biola, with MAGD as co-sponsor.

This panel will unpack how long-form journalism still works in print and in broadcast venues such as public radio, but will point out drawbacks (including expense) and whether, how, or why ed-

ucators should take students back to the old-fashioned shoe leather that makes for in-depth visual stories, audio stories and writing that makes readers put down their coffee to read with both hands.

5-6:30 p.m. Teaching the Unteachable: Keys to Conceptualizing Long-Form Stories. Moderated by David Abrahamson, Northwestern, with MAGD as lead co-sponsor.

Twitter aside, a vibrant market exists for thoughtful, long-form journalism. Teaching students to conceptualize such stories requires subject knowledge, market savvy, critical thinking skills and acts of imagination rarely taught in other classes. This panel will explore pedagogical approaches and techniques.

Friday, Aug. 5

5-6:30 p.m. HOT Topics. Moderated by Jack Zibluk, Southeast Missouri State, with ETHC as co-sponsor.

The topic for this session, which traditionally emerges from current events, has not yet been selected but ideas are being floated on the SPIG listserv.

Saturday, Aug. 6

1:45-3:15 p.m. 10 Tech Tools in 10 Minutes. Moderated by Toni Albertson, Mt. San Antonio, with CCJA as lead co-sponsor.

A bounty of innovative free tools are available that can be used to add visuals, video and audio to student media to report news and tell stories. In this session, each panelist will present his or her favorite apps that students can be taught to use in 10 minutes or less.

Sunday, Aug. 7

9:15-10:45 a.m. Engaging Students with Community-Sourced Photojournalism. Moderated by Alan Hantz, UNC Asheville, with VISC as co-sponsor.

This panel will explore ways to engage students in reporting on local activities and events through community photojournalism blogs, through service-learning projects and through other engagement practices.