

spig news

Spring 2019: *The official newsletter of the AEJMC Small Programs Interest Group*

Great Ideas and great panels will be SPIG's gift to Toronto

By Elizabeth Atwood
Hood College

Great Ideas for Teaching returns to the lineup of programs that the Small Programs Interest Group will offer at the AEJMC national convention in Toronto, Aug. 6-10.

SPIG members Brian Steffen and Jim Sernoe are overseeing the GIFT competition in conjunction with representatives of the Scholastic Journalism Division.

GIFT has historically been one of the most popular sessions at the conference. The Top 25 GIFT ideas, as selected by a panel of judges from within AEJMC, will be presented at a poster session, with the top idea winning the 2019 Grand Prize Award.

SPIG's programs will begin

Tuesday, Aug. 6, with a pre-conference session on interviewing. Between 1-5 p.m., three panels will offer suggestions:

- Interview tips that never fail
- Advanced interview techniques
- Interview strategies for ethnographic/qualitative research.

Other SPIG panels at the conference will explore advantages and disadvantages of small programs for teachers of color, strategies for assessing student portfolios, tips on giving students real-world publishing experience, ways to use popular movies in the classroom and problems with fake news in the United States and Canada.

The SPIG Teacher of the Year luncheon and the members' meeting will be Thursday, Aug. 8.

See a full breakdown of the SPIG offerings on pages 2 and 3.



Carrie Sipes

head notes

So many busy people making time for SPIG

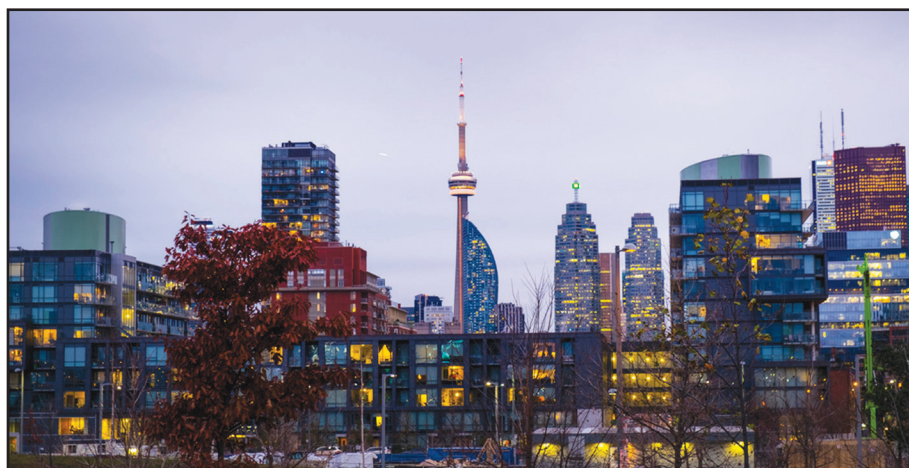
It's less than two months until we meet in Toronto for the 2019 conference and just a little more than two months until the next academic year begins for many of us.

As we prepare for the busyness ahead, I wanted to say a big thank you to all of you who have contributed to SPIG in the past year.

It's an understatement to say that people who teach in small programs are busy. We rush from classes to meetings to community partners, from grading to research and back again.

Yes, busyness is a big part of our lives. Yet being connected to SPIG can be a wonderful way to learn from others, to develop friendships with colleagues, to contribute to the academic community, to feel connected.

That connection can help us feel like we aren't alone in our



Toronto Tourism

See **HEAD NOTES** on page 5

spig schedule for toronto

SPIG panels are broad in scope

Tuesday Aug. 6

1 p.m. to 5 p.m. Preconference Workshop Session

1 p.m. - 2:15 p.m.

Part I: Teaching the Art of the Interview: The Academic Approach: Qualitative Research

This pre-conference workshop explores effective interview techniques in qualitative and ethnographic research.

Moderating/Presiding

- Mitzi Lewis, Midwestern State

Panelists

- Vivian B. Martin, Central Connecticut State
- Sue Robinson, Wisconsin-Madison
- Theodora Ruhs, Central Connecticut State

2:20 p.m. - 3:35 p.m.

Part II: Teaching the Art of the Interview: News Interviewing, the Fundamentals

This session looks at never-fail interview techniques for gathering information for news stories.

Moderating/Presiding

- Joseph B. Treaster, University of Miami
- Alan Goldenbach, Hood

Panelists

- Lawrence Pintak, Washington State
- Kalen Churcher, Wilkes
- Michael A. Longinow, Biola
- Nicole Kraft, Ohio State

3:40 p.m. - 4:45 p.m.

Part III: Teaching the Art of the Interview: News Interviewing, Advanced Techniques

This session goes beyond the basics, to help provide educators with teaching strategies for helping students master more advanced interviewing skills, for longer-form stories or in-depth profiles or other more challenging assignments.

Moderating/Presiding

- John Hanc, New York Institute of Technology

Panelists

- Lauren McKeon, *The Walrus Magazine*, Toronto
- Pam Parry, Southeast Missouri State
- Jim Sernoe, Midwestern State
- James Simon, Southern Connecticut State
- Brian Steffen, Simpson

Wednesday Aug. 7

8:15 to 9:45 a.m.

Small Programs: The Good, the Bad and the Ugly

Co-Sponsor MACD

This panel looks at the advantages and disadvantages of teaching at small college, particularly for professors of

color. The aim to give new faculty members a realistic description of what they can expect in the small program.

Moderating/Presiding

- Sydney Dillard, DePaul

Panelists

- Christina Smith, Georgia College and State University
- Natalie Tindall, Lamar
- Felicia McGhee, Tennessee at Chattanooga
- Emmanuel Onyedike, Virginia Union



10 to 11:30 a.m.

Great Ideas for Teaching (GIFT)

Co-Sponsor SCHJ

This poster session will display the winners for a competition of best teaching ideas.

Moderating/Presiding

- Jim Sernoe, Midwestern State

Winners

- Sarah Aghazadeh, Maryland
- Lillian Agosto, Sagrado Corazon
- Tim Bajkiewicz, Virginia Commonwealth
- Masudul Biswas, Loyola - Maryland
- Lisa Carponelli, Simpson
- Jennifer Cox, Salisbury
- Jenny Dean, Texas Wesleyan
- Karen Freberg, Louisville
- Nathan Gibbs, Abilene Christian
- Frauke Hachtmann, Nebraska
- Kirsten Johnson, Elizabethtown
- Sonali Kudva, Kent State
- Jeremy Littau, Lehigh
- David Marshall, Morgan State

spig schedule for toronto

New partner helps with GIFT

Thursday Aug. 8

10 to 11:30 a.m.

Fake It 'til you Make It? Journalism in the U.S. and Canada in an Era of Accusation

Co-Sponsor EEND

How do working journalists fight back, convincing audiences of their facts, their integrity, their commitment to real news? And is that fight different for Canadian journalists as compared to those in the United States? This panel will examine those questions and suggest steps forward as elections approach in both countries.

Moderator

- Michael Longinow, Biola

Panelists

- Jeff South, Virginia Commonwealth
- Meghan Duncan, Virginia Tech
- Ana-Liza Kuzma, Canadian Broadcasting Company
- Lorna Dueck, YESTV

11:45 a.m. - 1:15 p.m.

Teacher of the Year Lunch Quinn's Steak House & Irish Pub, Sheraton Centre Toronto

3:15 to 4:45 p.m.

Using Popular Cinema as Cultural Communication in the Mass Media Curriculum

Co-sponsor ESIG

This panel explores the use of popular cinema in mass media curricula, and how film classes can increase opportunities to study both media history and content as they relate to American culture.

Moderator

- Katherine Orloff, Hood College

Panelists

- Gregory Adamo, Morgan State
- Janice Hamlet, Northern Illinois
- Thom Lieb, Towson
- Katherine Orloff, Hood

6:45 to 8:15 p.m.

Members' Meeting

Friday Aug. 9

8:15 to 9:45 a.m.

How Do We Measure That? Strategies for Evaluating Digital Portfolios.

Co-sponsor VISC

This panel explores strategies for effectively assessing students' portfolios amidst a variety of challenging scenarios. These challenges include standardizing grading methods across multiple faculty evaluators, measuring students' expression of the university's mission and core values in their artifacts, assessing students' ability to articulate the value of their work to future employers, and more. Panelists will showcase student-produced digital portfolio samples.

Moderator

- Dawn Francis, Cabrini

Panelists

- Ralph Hanson, Nebraska Kearney
- Lona Cobb, Winston-Salem State
- Matt Haight, Memphis
- Tara Mortensen, South Carolina
- Gabriel Tait, Ball State
- Ross Taylor, Colorado Boulder

the art of teaching

The best days are when you see your students escape the daze

By Michael Longinow
Biola

Teaching is hard. But it's harder when we think our students can't think. They can. And practical education – putting students' hands on the tools of journalism in projects they take ownership of – is the kind of education that plugs their brains in.

The tendency in American higher education is for students to slide through in a kind of daze. They go from class to class all day long and into the night with earbuds in, music on repeat, and their fingers either taking notes in a boring lecture or thumbing their way through a video game or social media conversation.

David Kolb called knowledge something students create by means of examined experience. Confront students with a storytelling problem and tell them to solve it.

Don't help very much. (Faculty do need to frame this approach with some parameters on how the experience should happen and why it matters to them; random, unexplained academic experiences can be a form of torture in the educational process.)

Get the students talking to each other about this problem-solving. Show them examples of what professional media storytellers have done in covering similar situations, and you'll find students rising to the occasion.

This semester, I have students in two project-oriented classes feeling their way through the darkness toward storytelling solutions. Only two weeks in I can already see the wheels turning, the stories bubbling in the pots, the aroma swirling.

They love it.

The first class, Media Narrative Project, is a course in which students do long-form journalism (in-depth reporting) about a cross-cultural topic. By finals week it becomes a four-color book alongside a web site containing narrative, slide shows and video. We're working on some podcast elements this time, too.



Longinow

No one in the class is from the Middle East, but they all have phones and they know how to network.

I broke them into groups assigned to topics: migrant women and girls, migrant men and boys, migrants and food, migrants and housing or health care, migrants and the law (criminal or civil), migrants and entertainment.

Two students told me they had to miss that class because they'd scheduled a meeting with men from Syria and Lebanon. The students also talked to people in a Middle Eastern hookah bar and got directed to a Middle Eastern restaurant to talk to people about this topic.

One of these students came to see me when he got back to campus. He was beaming. He couldn't wait to get back out there and keep reporting. Another group from that class is going to a Middle Eastern spoken-language event Saturday where music from the Middle East (and some really good tea) will be part of the mix.

Guest speakers are lining up

to come in and help guide the students. And nobody in this class is sleeping or wearing ear buds.

The other class, on investigative reporting, is taking apart homelessness in Los Angeles and Orange County piece by piece, using public records, data and the documents that show which agencies are not doing what they're supposed to. They're required to talk to homeless people along with their paper trail construction.

One of our visual media faculty took students into L.A. to cover the women's march there, and I tagged along, offering extra credit to my students to attend.

Seventeen students piled on the train the morning of the march, and with the one student who drove to the march (but never found us) we had a critical mass for learning what homelessness looks like up-close. It's invisible to most people.

Homeless people, these students found, are as approachable as anyone – though they're not used to getting conversational attention.

The wheels are turning in that class, too. And I'm loving the journey. So are they.

Is this instruction? Is this the conveying of knowledge? Kolb would say yes. So would John Dewey and Jean Piaget. And they'd suggest that these students' learning is going deeper than what any quiz, test or essay could drill into their minds and souls.

A little perk for faculty who try this: the stuff these students turn in (mostly) is a delight. It's full of wide-eyed learning.

Sure, there are also some deer-in-the-headlights moments. But deer can learn, too.

It's all about getting somewhere.

head notes

Busy, but SPIG members face common issues together

Continued from page 1

busyness, that there's a community of people who understand what we are facing and have done it admirably.

As I was writing SPIG's annual report, I reflected on the service that so many give this interest group:

- SPIG's TJMC editors published two editions with 11 research papers, 8 articles and 2 book reviews.
- SPIG's newsletter editors published two newsletters.
- SPIG officers planned programming and reviewed copy for the conference program.
- SPIG co-sponsored GIFT this year to bring the popular poster session back to AEJMC with the Scholastic Journalism Division.
- SPIG research committee co-chairs organized the refereed

research session.

• The Teacher of the Year and Landon-Dalton committees reviewed nominations.

• SPIG's website and social media were updated.

• SPIG members had great conversations on the listserv.

I could keep going, but I won't. Your work with and for SPIG is noticed and appreciated. If you're not plugged into these service opportunities, please contact me or another SPIG officer or member. We'd love to have you join us.

I look forward to seeing many of you in Toronto and continuing to learn from and with all of you. It's been my pleasure to serve as an officer for SPIG over the past three years.

If you are on the fence about getting more involved, just do it! It's meaningful and significant to our teacher-scholar community.

Coming up: SPIG's silver anniversary

This fall the academic year will open on the 25th anniversary year of AEJMC's Small Programs Interest Group.

SPIG was born in the 1994-1995 academic year when founders Terry Dalton and Kim Landon petitioned AEJMC to initiate this new group.

Once Dalton and Landers succeeded, the newly minted SPIG had a presence on the 1995 program at the AEJMC annual meeting.

Twenty years later, at the 2015 AEJMC meeting in San Francisco – and 20 years after SPIG's first official program – SPIG honored Dalton and Landon by naming after them the Dalton-Landon Foundation Award for Service, which recognizes SPIG members who have provided exemplary service to the organization.

Here's to a shiny silver year for SPIG and its members.

spig officers for 2018-19

Head: Carrie Sipes, Shippensburg University

First Vice Head: Elizabeth Atwood, Hood College

Second Vice Head: Kalen Churcher, Wilkes University

Secretary: Dawn Francis, Cabrini University

Research Committee Co-Chairs: Jackie Incollingo, Rider University; Dave Madsen, Morningside College

Teaching Committee/Teacher of the Year: Kalen Churcher, Wilkes-Barre

PF&R Committee Co-Chairs: Michael Longinow, Biola; Katherine Orloff, Hood College

Newsletter editor: Doug Mendenhall, Abilene Christian University

Commission on Status of Women: Sandra Combs

Web site: Mitzi Lewis, Midwestern State University

Journal editor: Catherine Strong, Massey University (New Zealand)

Listserv: Brian Steffen, Simpson College

Membership: Michael Ray Smith, Lee University

Social Media Co-Chairs: Kim Fox, The American University (Cairo, Egypt)

GIFT Liaisons: Jim Sernoe, Midwestern State University

Hot Topics Liaison: John Jenks, Dominican University; Doug Mendenhall, Abilene Christian University

Commission on the Status of Minorities: Lona Cobb, Winston-Salem State University

Special Promotions: Sonya DiPalma, UNC Asheville