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How EBTs might be incorporated into public relations coursework to promote deep learning

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Abstract: In thinking about How EBTs might be incorporated into public relations coursework to promote deep learning, it was determined there would be multimedia youtube video production assignment, where students make a youtube tutorial on a threshold concept in comm 344, Public Relations Writing. To do this, students approached this in a problem based learning model, and planned for it with a think/pair/share planning session.

Keyword

Q2S enhancing pedagogy, issues-x, problem based learning, think pair share, youtube, tutorial, kahoot, learning by teaching, public relations, writing

How might I assess the effectiveness of this change

The effectiveness of the think pair share can be assessed through the learning outcomes and the assessment rubric. Using backwards design, the best results on the rubric will guide and lead the question given in the think pair share with the intent that the most effective process will result in answers of similar quality to the rubric reflecting the learning outcomes. Students should ideally feel supported in their understanding of the material by the end, with similar plans to move forward, even if totally different approaches to presentation.

Explore an EBT that interests me

My motivation is an observed lack of resources related to the practical knowledge needed to obtain threshold concepts necessary for my students to learn the material and have success in my class and in the concentration as a whole. To address this, I had students make their own supplemental educational resources in a problem based learning style assignment. To address any potential anxiety about the open ended nature of the assignment, the think pair share was utilized as an approach to help with planning and efficiency of the assignment.

PBL

Problem based learning aligns classroom learning with practical experience (Allen, 2011) This technique is perfect for an assignment related to both the academic study and the practical application of public relations writing. Students teach each other, increasing engagement and interest. There is no one way to make the youtube tutorial and three formats are offered, along with samples from other classes and topics for reference. Instructors offering a PBL shift their role as “facilitators of a problem solving process” (Allen, 2011) Namely, students have the problem of understanding the topic well enough to make a youtube tutorial and quiz students on the topic they take on. Ever part of this assignment is on consumer grade free technology that most students are frequent users of and moderate content creators on, helping to decrease the learning curve and startup time.

TPS

Active learning is observed frequently to increase student engagement, success and satisfaction among practicing educators at CSUSB and is widely supported in the institution. Similarly, literature supports the efforts of educators to include think pair share as an active learning technique, saying, "Active learning teaching methods increase student performance..." (Prahl, 2017) Similarly, questions related to the task are assigned in a think/pair/share format as recommended by the author for the assignment, giving students time to plan, find their questions, and think through what they need to do. The students also meet to plan their post-video poll which is administered directly after the video as a low stakes assessment opportunity.

Create a tentative assignment or outline of an assignment using my chosen EBT.

Each week, a group will introduce the topic we are studying that week with a 3-5 minute youtube explainer video and a 10-question kahoot. You'll be graded as a group. Deadlines are below.

To complete the assignment you'll need to do the following: Become an expert in your subject matter. You can meet with me during workshop time but you'll also need to plan to work on this outside of class. Make a youtube video explaining your topic. You do not need to show yourself on camera, but you do need to share the youtube link with me and be prepared that it will show in this class and possibly future classes. You'll share the youtube link with me.

Then, you'll make a kahoot on the facts you share in your video. You'll share the kahoot to my email. I will play this in class after your video.

Think Pair Share with your group. Information will be presented on post it stickies after pairing, with small notes left by other groups. Question will be, "What is the most important item you wish to convey to your classmates about your assigned topic., how much are you able to find on this on youtube currently. How much is there in your book specifically about this important element of your press release? How do you envision emphasizing the most important points of your project to your peers. What steps will you take to execute this project? What questions do you have or what more do you need?"

There will be discussion during/after the kahoot discussing the topic in greater depth. Your group will lead this discussion. Allow 10 minutes or so for this.

If you are looking for examples of press releases to discuss, please refer to the samples in the google drive:

https://drive.google.com/open?id=17_5spWUsJ6Hf6Jmfgr4MF7G6QjAQjI0J

Week 2 - Due Monday - Group 7 - Parts of a press release

Week 3 - Due Monday - Group 1 - The press release title

Week 4 - Due Monday - Group 2 - The lead sentence/ first paragraph

Week 5 - Due Monday - Group 3 - Boilerplate

Week 6 - Due Monday - Group 4 - Quotes

Week 7 - Due Monday - Group 5 - Supporting Details

Week 8 - Due Monday - Group 6 - Outside collaborators, how to navigate including other subjects/orgs/people that aren't the client

References:

Allen, D., Donham, R., & Bernhardt, S. (2011). Problem Based Learning. *New Directions for Teaching and Learning*, 128, 12-26.

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