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Thomas Corrigan TSSA Fall 2014

Thomas Corrigan
CSUSB, corrigan@csusb.edu

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Name of Conference Attended: National Communication Association 2015 in Chicago

Teaching Strategy Studied: My study of teaching strategy at NCA 2015 was three-part:
1. I presented a class project from my Digital Media and Communication course (COMM 309), which was competitively selected for a GIFTS roundtable ("Great Ideas For Teaching Students"). The title of the talk was "Investigating and publicly documenting third-party trackers: Illuminating the surveillance economy using Lightbeam and Wikipedia." I shared this assignment with other communication studies researchers and teachers, and I received feedback, particularly on how I can better evaluate student learning (discussed below).
2. I attended a "short courses" on teaching (~3 hours each) on "Team-Based Learning." This trademarked system for facilitating group work was, unfortunately, extraordinarily and unnecessarily complex. Nevertheless, the session offered useful strategies for fairly and effectively forming purposeful groups (discussed below), as well as executing group quizzes.
3. A second short course on "Teaching New Media Literacies" took the 5 established principles of media literacy education and explored ways in which those principles could be taught using digital tools, websites, and apps. This course was packed with useful ideas and tips; however, it also underscored that while using new tools to teach old lessons is nice, the 5 media literacy principles, themselves, also need to be updated for the digital media era.

Impact on/How Applied to Current Teaching: At the "Great Ideas for Teaching Students" roundtable, I requested feedback on improving student evaluation. But I realized that this was probably asking the wrong question, though. One respondent encouraged me not to think about evaluation, but, rather, how I could get students to think more critically about online surveillance. So, in future iterations of this assignment, I'll ask students how they will adjust their behavior going forward (if at all), and why. I believe this will help me get students to shift from thinking about online surveillance as an abstract process to one that impacts their lives and that they have a degree of agency in. A chapter describing this assignment was recently published in the new edited collection, *Media Education for a Digital Generation* (published by ACME).

The key strategy I learned at the "Team-Based Learning" short course was to be *purposeful* with group formation. For my digital media class, I've starting forming purposeful groups for an assignment where students examine political differences in their classmates' social media feeds. To form groups with diverse political perspectives, I have students answer a quick political typology quiz and then arrange themselves, based on their quiz scores, from most progressive to most conservative. I can then form groups with a range of different political persuasions. I also get more student "buy in"; they better understand the purpose of the groups.

Finally, the "Teaching New Media Literacies" short course jump-started the process of creating a new assignment: Students use the Snapchat app to create stories that reflect a conscious choice between different available media (e.g., text, photo, audio, video), each of which have their own strengths. I have since developed this assignment in TRC's 2015 Summer Teaching Institute. I have implemented it in my Fall 2015 Digital Media and Communication course. And I will present the assignment at TRC's Fall 2015 "Spotlight on Innovators" series.