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### Rueyling Chuang TSSA Winter 2011

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## TSSA One-Page REPORT

### **Name, Department, and Email address:**

Rueyling Chuang, Ph.D.  
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Center for International Studies and Programs  
[rchuang@csusb.edu](mailto:rchuang@csusb.edu)

### **Name and Date of conference attended:**

National Communication Association  
Date: November 14-17, 2011

### **Teaching Skill(s) Studied:**

The primary goal of attending this National Communication Association (NCA) conference was to study transformative pedagogy for social justice by using service learning. The theme of this conference is “Voice” which addresses ways to empower students, faculty, marginalized groups and under-represented population. Specifically, at this conference I learned how to incorporate experiential learning, critical pedagogy and civic engagement in my undergraduate and graduate level courses. In addition, I also learned how to use social media and digital narratives to help students critically examine their self-presentation and cultural identity in the globalized world. The so-called “engaged learning for democracy and justice” approach draws from Freireian dialogic education, and Kolb’s active and experiential learning.

### **Impact on Current Teaching (How was this info applied)?**

There were many aspects of this conference which were relevant and helpful in enhancing my teaching effectiveness and my own research on critical and transformative pedagogy. Specifically, workshops such as “Community Engagement and Experiential Learning,” “Finding Balance in Service-Learning,” and “Voicing Students’ Stories: Communicating through Digital Narratives” are relevant to transformative pedagogical strategies. For example, in my COMM 601: Intercultural Communication Theories class, I used critical pedagogy to help my students critically examine hegemonic praxis and politics of cultural identity in the globalized world. I created assignments that allow my students to use digital narrative to examine their own “voice” and position in relation to marginalized groups who are considered to be “the other” (e.g., LGBT and ethnic minority, etc.). In the class we discussed theories such as “co-cultural theory” which is based on “muted group” theory (i.e., the minority’s voice such as women’s “voice” is “muted.”) In the students’ papers, I also asked the students what does it mean to be “the other.” Though in both of intercultural communication classes, both graduate and undergraduate, I was not able to ask students to participate in civic engagement such as doing service learning project with migrant workers or victims of domestic violence shelter (due to background check and limited timeframe), I did ask my students to work with international students or minority members to describe their experience and the extent to which their interaction with them “transform” my students in terms of perspective taking and addressing social in/justice related issues.

**Date Submitted:** February 8, 2013